

REPORT
OF THE
BOARD OF TRUSTEES
OF
PUBLIC SCHOOLS
D. C.

1885 - 91

REPORT

OF THE

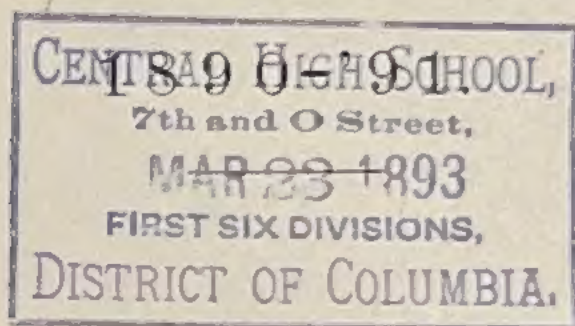
BOARD OF TRUSTEES OF PUBLIC SCHOOLS

OF THE

DISTRICT OF COLUMBIA

TO THE

COMMISSIONERS OF THE DISTRICT OF COLUMBIA.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1892.

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BOARD OF TRUSTEES OF PUBLIC SCHOOLS, DISTRICT OF COLUMBIA.
LOCAL COMMITTEES.

Divisions.	Names.	Terms expire.	Addresses.
First	J. J. Darlington, esq.....	Oct. 9, 1894	410 Fifth street, northwest.
Second.....	Leonard C. Wood.....	Sept. 13, 1892	507 E street, north west.
Third.....	James W Whelpley, esq.....	Sept. 13, 1893	Treasury Department.
Fourth	David H. Hazen, M. D.....	Sept. 13, 1893	407 Sixth street, south west.
Fifth	John T. Mitchell, esq.....	Sept. 13, 1893	1209 F street, northwest.
Sixth	A. H. Witmer, M. D.....	Sept. 13, 1893	St. Elizabeth Insane Asylum.
	F. J. Shadd, M. D.....	July 24, 1894	Freedmen's Hospital.
Seventh	Blanche K. Bruce.....	Sept. 13, 1892	City Hall.
Elighth	L. A. Cornish, esq.....	Sept. 13, 1893	Sixth Auditor's Office, Busch B ld' g.

OFFICERS OF THE BOARD.

President.—JOHN T. MITCHELL, 1209 F street, northwest.

Secretary.—J. G. FALCK, Franklin School.

Superintendent of schools.—W. B. POWELL, A. M., Franklin School.

Superintendent of colored schools.—G. F. T. COOK, A. M., Sumner School.

MEETINGS OF THE BOARD OF TRUSTEES.

The stated meeting of the board of trustees are held on the second Tuesday of each month, and also on the last Tuesday of June.

STANDING COMMITTEES OF THE BOARD.

- On Rules: Messrs. MITCHELL, WOOD, BRUCE.
On Ways and Means, Supplies, and Accounts: Messrs. WHELPLEY, HAZEN, CORNISH.
On Buildings, Repairs, and Furniture: Messrs. WOOD, WITMER, CORNISH.
On Normal and High Schools and Scholarships: Messrs. DARLINGTON, MITCHELL, BRUCE, WHELPLEY.
On Teachers and Janitors: Messrs. WITMER, WHELPLEY, SHADD.
On Text-books, Studies, Examinations and Promotions of Pupils: Messrs. HAZEN, MITCHELL, BRUCE.
On Penmanship, Music, and Discipline: Messrs. SHADD, WHELPLEY, HAZEN.
On Industrial Education, Drawing, and Night Schools: Messrs. CORNISH, DARLINGTON, WOOD.
On Library and Report: Messrs. WITMER, DARLINGTON, SHADD.

REPORT OF THE PRESIDENT OF THE BOARD OF TRUSTEES.

OFFICE OF THE BOARD OF SCHOOL TRUSTEES OF THE
DISTRICT OF COLUMBIA, FRANKLIN SCHOOL BUILDING,
Washington, D. C., December 1, 1891.

Commissioners of the District of Columbia :

GENTLEMEN: In compliance with the order of the Board of Trustees I have the honor to hand you herewith the annual report of the Superintendents of the public schools and other officers connected with the educational interests subordinate to them.

You will find herein statements of those in special charge which are full and clear, showing the progress of the schools in the past year and a satisfactory condition of this branch of the District Government under your control.

It has been the purpose in the preparation of these reports to give a clear and distinct statement of not only the general but the specific matters, that all who take an interest in public education may know just what is being accomplished. I can not speak too highly nor impress too strongly upon your minds and upon the general public in all sections of our country the great and unusual advantages which the capital of the nation offers as an educational center. This being the seat of government itself, presents many advantages. Here the Congress of the nation meets. Its debates alone of the best and most learned of our people are a great advantage. All the machinery of government, the Smithsonian Institution, the National Museum, and many other aids to education are centered here. The largest universities will, in the near future, be centers that will draw the youth of our land to this point for educational advantages that will not be surpassed anywhere in the country.

With these thoughts in mind the Board of Trustees have used their best judgment in the formation, preparation, and development of the public schools of the District, to the end that they may command your approval, and through you the assistance of Congress by liberal appropriations. We seek to expend judiciously what we receive that we may dispense the greatest possible good to those placed under our care and at the same time commend the system to our fellow citizens who should have the deepest concern in the results.

Just here permit me to say that it is to be regretted that Congressmen, Commissioners, and the general public do not manifest a more personal interest in the schools by visiting them and by giving to the workers in them a word of encouragement where deserved, or a word of caution where needed.

The Board has been fortunate in keeping the schools free from the narrowing influences of class, sect, or national prejudice, while working for the high standard which is a matter of pride to all. No child has been prevented from attending school for at least a half session daily during the past year. By the generosity of the appropriations the half-day schools are fast disappearing. We hope they will soon be completely wiped out.

The night-school system has provided for many a means of education that they would be unable to secure at any other time. While there are some who do not appreciate the advantages offered, there are many who are faithful to the schools and constant in attendance, showing manifest improvement. These are laying foundations of education to which additions will be made in the future.

It gives us great pleasure to speak earnestly and favorably of the central high school under the able management of Prof. Lane.

The reports of past years brought to your attention the crowded condition of this school and the necessity of some relief. The relief has been secured by the establishment of the eastern and the western high schools. The liberality of Congress placed it in our power to erect a splendid building east of the Capitol which, when completed, will give to that growing section all the advantages of the central school. The western high school located in the Curtis building, now in its second year, has given the Board great encouragement by its thorough instruction in the branches taught in the first and second years of the high school course. Neither of these schools has made a perceptible increase of expense.

The commercial branch of the high school, now in its second year, will meet the expectation of the Board in its results. It is here that we purpose to care for that portion of our pupils who, for good reasons, can not continue the academic course of the high school. Here in the two year's course they may become fitted to fill positions in mercantile or clerical life, and because of fitness by school training command at once some compensation for services performed.

Again the Board would impress upon the Commissioners and through them upon Congress the great need of an appropriation for a public school library. A very large number of our pupils have but few books at home, nor have they the means of procuring them. There is not in the city of Washington a public library to which they can have easy access. They are hindered in their work by the want of reference books. The same remark will apply in many cases to the teachers themselves. The compensation paid teachers does not justify the needed outlay for books which should be found in a public school library. He works badly who works with poor tools.

I desire to return the thanks of the Board of Trustees to the trustees of the Peabody Library, located in the same building with the western high school in Georgetown for their kindness in placing the library at the disposal of the teachers and pupils of the school. This library of 5,000 volumes of general literature and books of reference is used by the pupils of the school under the direction of a teacher two hours every day, the advantages of which are manifest.

With a library such as is proposed the teachers and children of the advanced grades would be permitted to take books to their homes, giving pleasure to both children and parents, and placing at their disposal a means of self improvement of which they are now deprived.

We ask an appropriation of \$5,000 for a public school library.

The seventh and eighth divisions embracing the colored schools of the city have been a subject of serious thought with the whole Board of Trustees. The question has been asked by the best class of colored citizens and by others who feel a deep interest in the success of their schools, "Are we getting the best results obtainable for the expenditure of means?" From the best information that I, as the president of the Board of Trustees, have been able to obtain I am clearly of the opinion that we do not. I have been visited by and have consulted with the most intelligent and educated of the colored citizens, with whom it has been a subject of anxious thought. "What," say they, "shall we do to improve our schools? We know that we are not obtaining the best results; we are not abreast of the white schools, nor do we yet expect to be; but we are too far behind them, and such should not be the case."

We have intelligent, earnest men in the Board of Trustees, representing more nearly the colored schools, who give their time and personal supervision to the schools of their respective divisions. Yet the work is not what it should be. There must be a reason for it. Some of the supervising principals and teachers of colored schools are men fully capable by both education and culture to lift these schools to a higher standard than they have yet obtained. But there seems to be a something somewhere that prevents it. What is it? I submit this question to the consideration of the Commissioners of the District.

The Board of Trustees in making estimates for the coming year asked for an appropriation for the establishment of "trade schools" in connection with the public schools.

If it was a desirable thing to create business schools for one class of pupils by which they may be taught to do something for their own support, is it not just as important that another class shall have a helping hand extended to them to make them self supporting? It is next to impossible to find a place in the District where a boy can be taught a trade. There is a variety of reasons given for this condition of things, none of which are satisfactory. The workshops are not overcrowded. The world is wide in which a man or woman with a trade

can command a place. But how shall they learn if they have neither school nor teacher? If this is the case with the white youth of our District, and it can not be denied, how much more is it so with the colored youth, who, if the opportunity were given them, would soon have at their command the means of making life successful. If the youth of our city could find profitable employment the police court and reformatory institutions would lose more than half of their numbers. Shall we encourage and employ immigrant workmen to the exclusion of our own children, both white and colored? In this connection I quote from the report of Superintendent Cook, of the seventh and eighth divisions:

To become idle, implies opportunity to be idle; to become industrious, opportunity given to work; to become vicious, opportunity to be vile. Idleness encourages vice; idleness and vice beget crime. In no other union of agencies are there greater capabilities for the manifestation of the worst phases of life.

The condition of the young population of our District is crying trumpet-tongued to those in authority for relief. They do not know what they need; there is a want somewhere. They are oppressed and down-trodden, every man's hand seems to be against them, they are helpless of themselves, and for themselves they can do nothing; and shall we who know their needs and can help them stand idly by because to help them costs something? The world is expending hundreds of thousands of dollars upon the heathen while we have the helpless at our own door for whom we are doing nothing. I desire in the most earnest manner, as strongly as words can convey it, to impress upon the Commissioners and upon Congress this important subject that it may receive their early and earnest attention.

The Board again renews its former recommendation for the introduction of free kindergartens, believing that their establishment is not only a matter of benevolence but of wise economy.

The thanks of the Board are due and are hereby tendered to all the supervising authority of the schools. They have done their best, their success being shown in the progress of the schools and by the high esteem in which the schools are held by our citizens.

Very respectfully,

JOHN T. MITCHELL,
President, Board of Trustees.

REPORT OF SUPERINTENDENT POWELL.

The Board of Trustees of Public Schools of the District of Columbia:

GENTLEMEN: Herewith is submitted a report of the public schools of the first six divisions of the District of Columbia for the year ending June 30, 1891.

For the convenience of those who desire a general view of the entire system of schools without too much collating, I have united the statistics presented by Superintendent Cook with those of my own report.

The number of pupils enrolled during the year was 38,386: 24,239 white and 14,147 colored. This shows an increase of 1,480, or 4 per cent, over the enrollment of the previous year.

Of the number enrolled 17,745 were males and 20,641 were females.

The average enrollment was 31,301, or 3 per cent, above that of the year previous.

The average number of pupils in daily attendance was 29,010, being 826, or 2.9 per cent, in excess of that of the year previous.

There were employed 795 teachers: 530 white and 265 colored. Of these 103 were males and 692 females.

The teachers employed were distributed as follows:

	White.	Colored.	Total.
Supervisors.....	9	3	12
Normal schools.....	7	4	11
High schools.....	51	14	65
Grammar schools.....	190	64	254
Primary schools.....	228	161	389
Drawing.....	6	2	8
Music.....	3	2	5
Health exercises.....	4	2	6
Manual training.....	13	4	17
Cooking.....	10	4	14
Sewing.....	9	5	14
Total.....	530	265	795

The day schools cost:

For teachers and supervisors.....	\$549,513.09
For rent.....	9,892.00
For fuel.....	26,875.71
For janitors.....	15,345.92
For incidental expenses, including insurance, general supplies, printing, etc.....	29,999.13
For buildings and repairs.....	21,191.45

There were enrolled in the night schools 3,259: 1,598 white and 1,661 colored persons. These were taught by 53 teachers, of whom 24 were white and 29 colored.

The night schools cost:

For teachers.....	\$5,952.23
For incidental expenses	516.62
Total.....	6,468.85

The day schools were in session 179 days; the night schools were open 56 nights.

The total number of persons benefited by the schools was 41,645.

ATTENDANCE.

The school continues steadily to increase in numbers. During the past year the increase was a little more than 4 per cent, whereas the average increase for the ten years ending with and including the last year was 3.35 per cent.

During the decade ending June, 1890, the population of the District increased nearly 30 per cent, whereas the school attendance increased nearly 40 per cent.

It is instructive to study the relative increases in the different kinds of schools. While the increase in attendance for the whole school was 4 per cent that of the high schools was more than 15.7 per cent, that of the white high schools being more than 17.3 per cent.

The unusual increase in the attendance of the high schools was no doubt due in part to the establishment of branch schools in the eastern and western sections of the city and to the opening of a Business High School.

WASHINGTON A SCHOOL CITY.

The late census gave the population of the District 230,392. Allowing an increase of 3 per cent the past year, the population may be now put at 237,304.

The following statistics and a study of their relations are of interest:

Total population.....	237,304
School attendance.....	38,386
Per cent of population enrolled in public schools.....	16.2
White population.....	158,983
School attendance.....	24,239
Per cent of white population in public schools.....	15.25
Colored population.....	78,205
School enrollment.....	14,147
Per cent of colored population in public schools.....	18.09

From a bulletin issued by the United States Census Bureau the following facts are deduced:

Cities.	Population.	Per cent of population in schools.
Boston.....	448,477	13.1
Pittsburg.....	238,617	13.4
Milwaukee.....	204,468	13.3
Minneapolis.....	164,738	12.5
Jersey City.....	163,003	13.6
Providence.....	132,146	13.6
Washington City, proper.....	202,978	17.0
District of Columbia.....	237,304	16.2

(The school enrollment for other large cities is not given in the bulletin at hand.)

The relative numbers enrolled in the different grades of our schools are shown by the following:

Per cent. of whole enrollment.

Schools.	White.	Colored.
In normal schools.....	.19	.18
In high schools.....	6.89	2.66
In grammar schools.....	40.02	23.15
In primary schools.....	52.90	74.07

The above numbers are worthy of study by those who provide for the schools. They show a relatively large attendance and also a relatively large number attending the higher and more expensive departments of the schools.

We can not properly provide for the education of the youth of the city without considering and appreciating all the conditions affecting the difficult work.

Facts corresponding to those given in the foregoing statements and tables have been presented in a general way in former reports.

Congress, in view of such facts, has appropriated generously, and, I think, wisely for the accommodation of the various grades and kinds of school.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
White enrollment:			
Normal schools	45	26	71
High schools	1,659	376	2,045
Grammar and primary schools	22,525	13,745	36,270
Total	24,239	14,147	38,386
Increase for the year	665	815	1,480
Per cent of increase	2.8	6.1	4.0
Average enrollment:			
Normal schools	45	23	68
High schools	1,493	345	1,838
Grammar and primary schools	18,576	10,819	29,395
Total	20,114	11,187	31,301
Increase for the year	493	442	935
Per cent of increase	2.5	4.1	3.0
Average daily attendance:			
Normal schools	44	23	67
High schools	1,409	332	1,741
Grammar and primary schools	17,051	10,151	27,202
Total	18,504	10,506	29,010
Increase for the year	399	427	826
Per cent of increase	2.2	4.2	2.9
Whole enrollment.			
Boys	11,715	6,030	17,745
Girls	12,524	8,117	20,641
Total	24,239	14,147	38,386
Whole enrollment in night schools	1,598	1,621	3,219
Grand total	25,837	15,768	41,605
Number of teachers:			
Male	63	40	103
Female	467	225	692
Total	530	265	795
Night schools	24	29	53
Grand total	554	294	848
School buildings:			
Owned	55	30	85
Rented	7	21	28
Free		1	1
Total	62	52	114
Schoolrooms:			
Owned	446	166	612
Rented	29	23	52
Free		2	2
Total	475	191	666
Cost of tuition per pupil, including supervision (based on average enrollment)			17.55
Cost per pupil for all expenses except repairs and permanent improvements (based on average enrollment)			21.13

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1891.*

	White.	Colored	Total
Normal schools	45	26	71
High schools.....	1 669	476	2 045
Total	1 714	492	2 116
Grammar schools, city.			
Eighth grade.....	1 774	401	2 175
Seventh grade.....	2 024	602	2 626
Sixth grade.....	2 578	721	3 299
Fifth grade.....	2 874	1 169	4 043
Total	9 050	2 893	11 943
Primary schools, city:			
Fourth grade.....	2 806	1 491	4 297
Third grade.....	2 660	1 957	4 617
Second grade.....	2 739	2 404	5 143
First grade.....	3 382	2 085	5 467
Total	11 587	8 937	20 524
County schools	1,888	2 015	3 903
Grand total.....	24 239	14 147	38 386

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1891.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total	Per cent.
Normal schools	3	68	71	.19
High schools	731	1 306	2 045	5.33
Eighth grade	909	1 443	2 312	6.02
Seventh grade	1 176	1 657	2 789	7.27
Sixth grade	1 488	1 881	3 369	8.78
Fifth grade	2 126	2 483	4 509	11.74
Fourth grade	2 237	2 478	4 715	12.28
Third grade.....	2 521	2 709	5 230	13.63
Second grade	2 843	2 985	5 828	15.18
First grade.....	3 743	3 775	7 518	19.58
Total	17 745	20 641	38 386	100.00
SUMMARY.				
Normal and high schools	742	1 374	2 116	5.52
Grammar schools	3 659	7 320	10 979	28.81
Primary schools	11 344	11 947	23 291	60.67
Total	17 745	20 641	38 386	100.00

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA. SCHOOLS.

The number of schools below the high school was as follows:

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade.....	38	8	46
Seventh grade.....	30	11	50
Sixth grade.....	47	13	60
Fifth grade.....	55	20	75
Total.....	170	52	231
Primary schools, city:			
Fourth grade.....	52	23	75
Third grade.....	51	33	84
Second grade.....	54	43	97
First grade.....	57	51	108
Total.....	214	150	364
County schools.....	36	36	72
Grand total.....	420	238	657
Number of whole day schools.....	318	137	455
Number of half-day schools.....	111	101	212
Total.....	429	238	667

The average number of pupils to a school (based on the whole enrollment) was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principal).....	33.4	28.9	32.4
Grammar schools, city:			
Eighth grade.....	46.7	50.1	47.2
Seventh grade.....	53.8	54.7	52.5
Sixth grade.....	49.4	55.4	51.8
Fifth grade.....	54.2	58.4	53.8
Primary schools, city:			
Fourth grade.....	56.1	60.4	58.3
Third grade.....	54.3	59.3	54.9
Second grade.....	52.7	55.8	53.0
First grade.....	62.6	60.4	59.8
County schools.....	53.9	55.9	54.2

Seven hundred and ninety-five teachers were employed as follows:

	White.	Colored.	Total.
Supervising principals	9	3	12
Normal schools	7	4	11
High schools	51	14	65
Total	67	21	88
Grammar schools, city			
Eighth grade	38	8	46
Seventh grade	39	11	50
Sixth grade	47	13	60
Fifth grade	54	20	74
Total	178	52	230
Primary schools, city:			
Fourth grade	50	23	73
Third grade	49	32	81
Second grade	52	38	90
First grade	54	45	99
Total	205	138	343
County schools	35	35	70
Teachers of music	3	2	5
Teachers of drawing	6	2	8
Teachers of manual training	13	4	17
Teachers of cookery	10	4	14
Teachers of sewing	9	5	14
Teachers of physical culture	4	2	6
Grand total	530	265	795

The cost of the schools for supervision and teaching was as follows:

	White.	Colored.	Total.
Supervision:			
1 superintendent	\$2,700.00	\$2,250.00	\$4,950.00
6 supervising principals, each \$2,000	12,000.00		12,000.00
2 supervising principals, each \$2,000		4,000.00	4,000.00
1 supervising principal	1,600.00		1,600.00
1 supervising principal	1,400.00		1,400.00
1 supervising principal		1,100.00	1,100.00
1 supervising principal (six months)	720.00		720.00
1 clerk	1,200.00	800.00	2,000.00
1 messenger	300.00	200.00	500.00
Total	19,920.00	8,350.00	28,270.00
Cost per pupil (estimated on average enrollment) .....	.92	.66	.90
Tuition:			
Normal schools—			
Principals	1,500.00	1,500.00	3,000.00
2 teachers	2,000.00		2,000.00
2 teachers	1,600.00		1,600.00
1 teacher		800.00	800.00
2 teachers	1,500.00		1,500.00
2 teachers		1,400.00	1,400.00
Total	*6,600.00	†3,700.00	10,300.00
Cost per pupil (estimated on average enrollment)	24.14	30.00	

* Includes the cost of teaching ten practice schools, \$5,123.14.

† Includes the cost of teaching five practice schools, \$2,550.

	White.	Colored.	Total.
<i>Tuition—Continued.</i>			
High schools—			
Principal	\$2,500.00	\$1,800.00	\$4,300.00
50 teachers	12,300.00		42,300.00
15 teachers		11,550.00	11,550.00
Total	44,800.00	13,350.00	58,150.00
Cost per pupil (estimated on average enrollment)	30.21	38.60	31.63
Grammar schools, city—			
38 eighth, 30 seventh, 47 sixth, 55 fifth grade schools	147,255.56		147,255.56
8 eighth, 11 seventh, 13 sixth, 20 fifth grade schools		41,775.00	41,775.00
Total	147,255.56	41,775.00	189,030.56
Cost per pupil (estimated on average enrollment)	19.27	18.14	18.99
Primary schools, city—			
52 fourth, 51 third, 54 second, 57 first grade schools	102,852.76		102,852.76
23 fourth, 33 third, 43 second, 51 first grade schools		70,645.24	70,645.24
Total	102,852.76	70,645.24	173,498.00
Cost per pupil (estimated on average enrollment)	10.87	10.40	10.52
Special teachers—			
3 music teachers, 6 drawing teachers, 4 teachers of physical culture	10,005.00		10,005.00
2 music teachers, 2 drawing teachers, 2 teachers of physical culture		5,080.00	5,080.00
Total	10,005.00	5,080.00	15,085.00
Cost per pupil (estimated on average enrollment) .....	.46	.52	.48
Manual training—			
Carpentry, 12; metal working, 1; cookery, 10; sewing, 9	21,265.00		21,265.00
Carpentry, 3; metal working, 1; cookery, 4; sewing, 5		9,225.00	9,225.00
Total	21,265.00	9,225.00	30,490.00
Cost per pupil (estimated on average enrollment) .....	.98	.95	.97
County schools—			
35 teachers	23,479.77		23,479.77
35 teachers		21,210.00	21,210.00
Total	23,479.77	21,210.00	44,689.77
Cost per pupil (estimated on average enrollment)	16.04	14.28	15.15

Washington Normal School of the first six divisions.

Number of teachers trained	45
Average attendance	44
Number of teachers employed	7
Average salary	\$942.85

Washington Normal School of the seventh and eighth divisions.

[Colored.]

Number of teachers trained	26
Average attendance	23
Number of teachers employed	4
Average salary	\$925.00

High Schools of the first six divisions.

Number of pupils enrolled (girls, 1,012; boys, 657)	1,669
Average enrollment	1,493
Average attendance	1,409
Per cent of attendance	94.4
Average number of cases of tardiness per month	316
Number of pupils dismissed	0
Number of teachers employed	51
Average salary paid	\$862.74
Cost of tuition per pupil (estimated on average enrollment)	\$30.21

Washington High School of the seventh and eighth divisions.

[Colored.]

Number of pupils enrolled	376
Average enrollment	343
Average attendance	332
Per cent of attendance	96.1
Average number of cases of tardiness per month	22.7
Number of pupils dismissed	0
Number of teachers employed	14
Average salary paid	\$953.57
Cost of tuition per pupil (estimated on average enrollment)	\$38.69

Grammar and primary schools.

	White.	Colored.	Total.
Number of pupils enrolled	22,525	13,745	36,270
Average enrollment	18,576	10,817	29,393
Average attendance	17,051	10,151	27,202
Per cent of attendance	91.9	93.7	92.6
Average number of cases of tardiness per month	2,364	530	2,894
Number of pupils dismissed	21	8	29
Number of cases of corporal punishment	72	131	203
Number of teachers employed	418	225	643
Average salary paid	\$654.44	\$594.91	\$633.26
Average number of pupils to a teacher (estimated on average enrollment) ..	44.4	48.0	45.8
Cost of tuition per pupil (estimated on average enrollment)	\$14.66	\$12.36	\$13.85

Special teachers.

	White.*	Colored.†	Total.
Drawing	8	2	8
Music	3	2	5
Teachers of physical culture	4	2	6
Average salary paid:			
Drawing	\$819.16	\$875.00	\$833.12
Music	950.00	1,000.00	975.00
Teachers of physical culture	600.00	605.00	616.66
Average cost per pupil for special tuition (estimated on average enrollment) .....	.47	.52	.48

* First six divisions.

† Seventh and eighth divisions.

Supervision.

The cost of supervision was:

1 superintendent (white).....	\$2,700.00
1 superintendent (colored).....	2,250.00
6 supervising principals (white, each \$2,000).....	12,000.00
2 supervising principals (colored, each \$2,000).....	4,000.00
1 supervising principal (white).....	1,600.00
1 supervising principal (white).....	1,400.00
1 supervising principal (white, six months).....	720.00
1 supervising principal (colored).....	1,100.00
One clerk.....	1,200.00
One clerk (colored).....	800.00
One messenger.....	300.00
One messenger (colored).....	200.00
Total cost of supervision.....	28,270.00
Average cost of supervision per pupil (estimated on average enrollment, 31,301).....	.98

SUMMARY.

Total cost of instruction, including supervision.....	\$549,513.33
Whole number of pupils enrolled.....	38,386
Average number of pupils enrolled.....	31,301
Average daily attendance.....	29,010
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	\$11.33
2. Average enrollment.....	17.55
3. Average daily attendance.....	18.90

Contingent expenses.

Total amount expended.....	\$29,999.13
Average amount per pupil (estimated on average enrollment).....	.95

Fuel.

Total amount expended.....	\$26,875.71
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Janitors.

Total amount expended.....	\$44,844.88
Average cost per pupil (including high and normal schools) for all expenses except repairs and permanent improvements—	
1. On whole enrollment.....	17.49
2. On average enrollment.....	21.45
3. On average daily attendance.....	23.15

List of schoolhouses owned, with their respective locations, and with the number of rooms in each.

Divisions.	Names of buildings.	Location of buildings.	Number of rooms.
	Central High	O street, between Sixth and Seventh streets, northwest	40
1	Franklin	Thirteenth and K streets, northwest	15
1	Dennison	S street, between Thirteenth and Fourteenth streets, northwest	12
1	Force	Massachusetts avenue, between Seventeenth and Eighteenth streets, northwest	12
1	Berret	Fourteenth and Q streets, northwest	9
1	Adams	R street, between Seventeenth street and New Hampshire avenue northwest	8
1	Harrison	Thirteenth street, between V and W streets, northwest	8
1	Thomson	Twelfth street between K and L streets, northwest	6
1	Phelps	Vermont avenue between T and U streets northwest	8
2a	Henry	P street, between Sixth and Seventh streets, northwest	12
2a	Webster	Tenth and H streets, northwest	12
2a	Seaton	I street, between Second and Third streets, northwest	9
2a	Abbott	Sixth street and New York avenue, northwest	12
2a	Morse	Fifth and R streets, northwest	8
2a	Polk	Seventh and P streets, northwest	8
2b	Gales	First and G streets, northwest	12
2b	Blake	North Capitol street, between K and L streets, northwest	8
2b	Twining	Third street, between N and O streets, northwest	8
2b	Arthur	Arthur Place, northwest	8
2b	Blair	I street, between Sixth and Seventh streets, northeast	8
2b	Taylor	Seventh street, between F and G streets, northeast	8
2b	Maury	B street, between Thirteenth and Fourteenth streets, northeast	8
2b	Madison	Tenth and G streets, northeast	8
2b	Hamilton	County	4
3	Wallach	Pennsylvania avenue between Seventh and Eighth streets, southeast	12
3	Peabody	Fifth and C streets, northeast	12
3	Brent	Third and D streets, southeast	8
3	Towers	Eighth and C streets, southeast	8
3	Carberry	Fifth street, between D and E streets, northeast	8
3	McCormick	Third street, between M and N streets, southeast	4
3	.....	Seventh and G streets, southeast	2
3	Lenox	Fifth street and Virginia avenue, southeast	8
4	Jefferson	Sixth and D streets, southwest	19
4	Amidon	Sixth and F streets, southwest	8
4	Bradley	Thirteen and a-half street, between C and D streets, southwest	8
4	Potomac	Twelfth street, between Maryland Avenue and E streets, southwest	4
4	Greenleaf	Four-and-a-half street, between M and N streets, southwest	4
4	Smallwood	I street, between Third and Four-and-a-half streets, southwest	8
5	Addison	P street, between Forty-second and Forty-third streets, northwest	8
5	Curtis	O street, between Thirty-second and Thirty-third streets, northwest	9
5	Concoran	Twenty-eighth street between M street and Olive Avenue north west	8
5	Grant	G street, between Twenty-first and Twenty-second streets, northwest	12
5	Weightman	Twenty-third and M streets, northwest	8
5	Jackson	U street, between Thirtieth and Thirty-first streets, northwest	8

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

List of schoolhouses owned, with their respective locations, etc.—Continued.

Divisions.	Names of buildings.	Location of buildings.	Number of rooms.
5	High street	Thirty-second and S streets, northwest	4
5	Threlkeld	Thirty-sixth street and Prospect avenue, northwest	4
6a	Monroe	Steuben street, between Seventh and Eighth streets, county	8
6a	Mott and annex	Sixth street extended and Trumbull street	10
6a	Wilson	Central street, between Erie and Superior streets, Meridian Hill	8
6a	Brookland	Brookland, D. C.	4
6a	Mount Pleasant	County	4
6a	Tennallytown	do	4
6a	Grant Road	do	2
6a	Brightwood	do	4
6a	Soldiers' Home	do	2
6a	Conduit Road	do	1
6a	Chain Bridge Road	do	1
6a	Brightwood	do	2
6a	Fort Slocum	do	1
6a	Queen's Chapel Road	do	1
6b	Van Buren and annex	Anacostia, D. C.	14
6b	Hillsdale and Birney	Nichols avenue, Hillsdale, D. C.	10
6b	Cranch	Twelfth and G streets, southeast	6
6b	Benning	County	4
6b	Benning Road and annex	do	4
6b	Giesboro	do	2
6b	Tyler	Eleventh street, between G and I streets, southeast	8
6b	Anacostia Road	County	1
6b	Burrville	do	1
6b	Good Hope	do	2
6b	Garfield	do	4
7	High school	M street, between New Jersey avenue and First street, northwest	10
7	Summer	Seventeenth and M streets, northwest	16
7	Stevens	Twenty-first street, between K and L streets, northwest	8
7	Magruder	M street, between Sixteenth and Seventeenth streets, northwest	8
7	Wormley	Prospect street between Thirty-third and Thirty-fourth streets, northwest	8
7	Chamberlain	East street, Georgetown	8
7	Briggs	Twenty-second and E streets, northwest	8
7	Garrison	Twelfth street, between R and S streets, northwest	8
7	Phillips	N street, between Twenty-seventh and Twenty-eighth streets, northwest	8
8a	Garbet	U street, between Vermont avenue and Tenth street, northwest	12
8a	John F. Cook	O street, between Fourth and Fifth streets, northwest	11
8a	Banneker	Third street, between K and L streets, northwest	8
8a	Jones	First and L streets, northwest	8
8a	Lovejoy	Twelfth and D streets, northeast	6
8a	Slater	P street, between North Capitol and First streets, northwest	8
8a	Logan	Third and G streets, northeast	8
8b	Lincoln	Second and C streets, southeast	11
8b	Randall	First and I streets, southwest	12
8b	Giddings	G street, between Third and Fourth streets, southeast	8
8b	Anthony Bowen	Ninth and E streets, southwest	8
8b	Ball	First street, between B and C streets, southwest	8
8b	Ambush	L street, between Sixth and Seventh streets, southwest	8

TABLE IV.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1891.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	2	24	26	0.18
High school	82	294	376	2.63
Eighth grade	130	311	441	3.12
Seventh grade	202	441	643	4.55
Sixth grade	287	535	822	5.82
Fifth grade	544	825	1,369	9.68
Fourth grade	675	986	1,661	11.74
Third grade	1,008	1,291	2,299	16.25
Second grade	1,262	1,531	2,793	19.75
First grade	1,838	1,879	3,717	26.23
Total	6,030	8,117	14,147	100.00
SUMMARY.				
Normal and high schools	84	318	402	2.81
Grammar schools	1,163	2,112	3,275	23.17
Primary schools	4,783	5,687	10,470	74.02
Total	6,030	8,117	14,147	100.00

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First six divisions.		Seventh and eighth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027		6,573		21,600	
1881.....	15,494	3.1	6,567		22,061	2.13
1882.....	16,063	3.6	6,763	2.98	22,826	3.46
1883.....	16,524	2.8	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.9	7,689	6.42	25,157	5.40
1886.....	18,720	7.1	8,191	6.52	26,911	6.97
1887.....	19,285	3.0	8,448	3.13	27,733	3.05
1888.....	19,762	2.4	8,791	4.06	28,553	2.95
1889.....	20,477	3.6	9,088	3.37	29,565	3.54
1890.....	21,077	2.9	9,289	2.21	30,366	2.70
1891.....	21,599	2.6	9,702	4.25	31,301	3.07

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since the year 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,027	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.1	6,567	.....	22,061	2.13	461	.....
1882.....	16,063	3.6	6,763	2.98	22,826	3.46	485	27
1883.....	16,524	2.8	7,070	4.53	23,594	3.36	505	24
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.9	7,680	0.42	25,157	5.40	555	20
1886.....	18,720	7.1	8,191	6.52	26,911	6.97	595	30
1887.....	19,285	3.0	8,448	3.13	27,733	3.05	620	40
1888.....	19,762	2.4	8,791	4.06	28,553	2.95	654	25
1889.....	20,477	3.6	9,088	3.37	29,565	3.54	693	34
1890.....	21,077	2.9	9,289	2.21	30,366	2.70	745	19
1891.....	21,599	2.6	9,702	4.25	31,301	3.07	795	50

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	.....	434	.....	\$16.95	\$366,169.51	.....
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.00	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	594	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.94
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.14	661,668.38	.....

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since the year 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	No.	Per cent of increase.	No.	Per cent of increase.	No.	Per cent of increase.					
1880	18,378	-----	8,061	-----	26,439	-----	434	---	\$13.85	\$366,190.51	-----
1881	19,153	4.2	8,146	1.05	27,299	3.2	461	27	13.96	381,314.19	4.12
1882	19,031	*0.63	8,289	1.75	27,320		485	24	14.57	398,254.54	4.44
1883	19,836	4.2	8,710	5.07	28,546	4.4	505	20	14.69	419,594.60	5.35
1884	21,221	6.9	9,167	5.24	30,388	6.4	525	20	14.31	435,032.79	3.67
1885	21,267	0.21	9,598	4.7	30,865	1.5	555	30	15.21	469,550.51	7.93
1886	22,198	4.3	10,138	5.02	32,336	4.7	595	40	14.78	477,993.67	1.79
1887	23,073	3.9	10,345	2.0	33,418	3.3	620	25	15.23	509,194.01	6.52
1888	23,810	3.1	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889	24,594	3.2	11,170	1.17	35,764	2.62	683	39	16.02	594,774.73	8.98
1890	25,408	3.5	11,438	2.39	36,906	3.1	745	52	17.75	655,310.08	10.17
1891	26,354	3.4	12,132	6.07	38,386	4.01	795	50	17.22	661,668.38	-----

* Decrease.

TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to the year 1891, inclusive.*

School year ending June 30—	Rent.	Sites and buildings
1880	\$28,908.35	\$74,998.24
1881	26,506.11	103,416.91
1882	26,472.57	253,609.73
1883	14,805.33	103,141.47
1884	8,742.50	103,563.94
1885	7,060.00	118,400.00
1886	6,919.66	61,130.04
1887	7,354.00	73,085.34
1888	10,215.44	239,115.77
1889	14,832.00	332,312.44
1890	10,000.00	240,467.19
1891	9,892.00	329,078.00

* Including \$5,638.04 for permanent improvements to Lincoln building.

† Including \$1,992.74 for inclosing Arthur building; total expended to July 1, 1891.

THE FIRST SIX DIVISIONS.

The number of pupils enrolled during the year was 26,254—24,239 white and 2,015 colored. This is an increase of 786, or 3 per cent, over the number registered the preceding year.

The average enrollment was 21,599, being 522, or 2.5 per cent, in excess of that of the previous year.

The number of pupils in daily attendance was 19,847, being 429, or 2.2 per cent, greater than that of the preceding year.

Enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1891.

Normal school	45
High schools	1,669
Grammar schools:	
Eighth grade	1,911
Seventh grade	2,187
Sixth grade	2,648
Fifth grade	3,340
Total	10,086
Primary schools:	
Fourth grade	3,324
Third grade	3,273
Second grade	3,424
First grade	4,433
Total	14,454
Grand total	26,254

TABLE X.—*Enrollment of pupils in the several kinds and grades of schools for school year ending June 30, 1891, compared with that for the previous year.*

Grade.	Whole enrollment.			
	1890-'91.	1889-'90.	Increase.	Decrease.
Normal school	45	40	5	
High schools	1,669	1,422	247	
Total	1,714	1,462	252	
Grammar schools:				
Eighth grade	1,911	1,872	39	
Seventh grade	2,187	2,093	94	
Sixth grade	2,648	2,615	33	
Fifth grade	3,340	3,190	150	
Total	10,086	9,770	316	
Primary schools:				
Fourth grade	3,324	3,472		148
Third grade	3,273	3,162	111	
Second grade	3,424	3,178	246	
First grade	4,433	4,424	9	
Total	14,454	14,236	366	148
Grand total	26,254	25,468	934	148

TABLE XI.—Showing the whole enrollment of white pupils within the city, by grades, for the school year ending June 30, 1891.

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Percent.
Normal school	1	44	45	0.20
High schools	657	1,012	1,669	7.46
Eighth grade	733	1,041	1,774	7.94
Seventh grade	875	1,149	2,024	9.06
Sixth grade	1,108	1,270	2,378	10.64
Fifth grade	1,447	1,427	2,874	12.86
Fourth grade	1,439	1,367	2,806	12.55
Third grade	1,366	1,294	2,660	11.90
Second grade	1,423	1,316	2,739	12.26
First grade	1,682	1,700	3,382	15.13
Total	10,731	11,620	22,351	100.00
SUMMARY.				
Normal and high schools	658	1,056	1,714	7.67
Grammar schools	4,163	4,887	9,050	40.40
Primary schools	5,910	5,677	11,587	51.84
Total	10,731	11,620	22,351	100.00

TABLE XII.—Showing the whole enrollment of white pupils in the first six divisions (city and county), by grades, for the school year ending June 30, 1891.

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Percent.
Normal school	1	44	45	0.19
High schools	657	1,012	1,669	6.89
Eighth grade	779	1,092	1,871	7.72
Seventh grade	934	1,212	2,146	8.85
Sixth grade	1,261	1,346	2,547	10.51
Fifth grade	1,582	1,558	3,140	12.95
Fourth grade	1,562	1,492	3,054	12.60
Third grade	1,513	1,418	2,931	12.09
Second grade	1,581	1,454	3,035	12.52
First grade	1,905	1,896	3,801	15.68
Total	11,715	12,524	24,239	100.00
SUMMARY.				
Normal and high schools	658	1,056	1,714	7.08
Grammar schools	4,496	5,208	9,704	40.02
Primary schools	6,561	6,260	12,821	52.90
Total	11,715	12,524	24,239	100.00

TABLE XIII.—*Showing the whole enrollment of pupils (white and colored) in the first six divisions (city and county) for the school year ending June 30, 1891.*

Grades.	Whole enrollment.			Per cent
	Boys.	Girls.	Total.	
Normal school	1	44	45	0.17
High schools	657	1,012	1,669	6.36
Eighth grade	797	1,114	1,911	7.28
Seventh grade	952	1,235	2,187	8.33
Sixth grade	1,247	1,401	2,648	10.00
Fifth grade	1,673	1,667	3,340	12.72
Fourth grade	1,685	1,639	3,324	12.67
Third grade	1,664	1,609	3,273	12.48
Second grade	1,760	1,664	3,424	13.05
First grade	2,200	2,233	4,433	16.85
Total ..	12,636	13,618	26,254	100.00
SUMMARY.				
Normal and high schools	658	1,056	1,714	6.51
Grammar schools	4,669	5,417	10,086	38.42
Primary schools	7,309	7,145	14,454	55.05
Total ..	12,636	13,618	26,254	100.00

SCHOOLS.

The number of schools below the high school was as follows:

Grammar schools, city:	
Eighth grade	38
Seventh grade	39
Sixth grade	47
Fifth grade	55
Total	179
Primary schools, city:	
Fourth grade	52
Third grade	51
Second grade	51
First grade	57
Total	211
County schools:	
White	36
Colored	36
Total	72
Grand total	465
Number of whole-day schools	348
Number of half-day schools	117
Total	465

The average number of pupils to a school (based on the whole enrollment) was as follows:

High schools (to a teacher, excluding principal).....	33.4
Grammar schools, city:	
Eighth grade	46.7
Seventh grade	53.3
Sixth grade	49.4
Fifth grade	54.2
Primary schools, city:	
Fourth grade	56.1
Third grade	54.3
Second grade	52.7
First grade	62.6
County schools:	
White	53.9
Colored.....	57.6

TEACHERS.

Five hundred and sixty-five teachers were employed, as follows:

Supervising principals	9	
Normal school	7	
High schools.....	51	
	<hr/>	67
Grammar schools, city:		
Eighth grade	38	
Seventh grade	39	
Sixth grade	17	
Fifth grade	54	
	<hr/>	178
Primary schools, city:		
Fourth grade	50	
Third grade	49	
Second grade	52	
First grade	54	
	<hr/>	205
County schools:		
White	35	
Colored.....	35	
	<hr/>	70
Teachers of music	3	
Teachers of drawing.....	6	
Teachers of manual training.....	13	
Teachers of cooking	10	
Teachers of sewing	9	
Teachers of physical culture	4	
	<hr/>	
Total		565

The cost of the schools for supervision and teaching was as follows:

Supervision:		
Superintendent	\$2,700.00	
Clerk.....	1,200.00	
Messenger	300.00	
Six supervising principals, \$2,000 each.....	12,000.00	
One supervising principal.....	1,600.00	
One supervising principal.....	1,400.00	
One supervising principal (six months).....	720.00	
	<hr/>	\$19,920.00
Cost per pupil (estimated on average enrollment, 21,594) .....		.92

Normal school:		
Principal	\$1,500.00	
Two teachers	2,000.00	
Two teachers	1,600.00	
Two teachers	1,500.00	
		\$6,600.00
Cost per pupil (estimated on average enrollment, 45)		24.14
High school:		
Principal	2,500.00	
Fifty teachers	42,300.00	
		44,800.00
Cost per pupil (estimated on average enrollment, 1,493)		30.21
Grammar schools, city (38 eighth, 39 seventh, 47 sixth, 55 [†] fifth grade schools)		† 147,255.56
Cost per pupil (estimated on average enrollment, 7,652)		19.27
Primary schools, city (52 [‡] fourth, 51 [‡] third, 54 [‡] second, 57 [‡] first grade schools)		‡ 102,852.76
Cost per pupil (estimated on average enrollment, 9,461)		10.87
County schools:		
White schools (36)		23,479.77
Colored schools (36)		21,210.00
Cost per pupil (estimated on average enrollment):		
White (1,463)		16.04
Colored (1,485)		14.28
Special teachers (3 music teachers, 6 drawing teachers, 4 teachers of physical culture)		10,005.00
Cost per pupil (estimated on average enrollment, 21,599) .....		.46
Teachers of manual training schools (of carpentry, 12; of metal working, 1; of cookery, 10; of sewing, 9)		21,265.00
Cost per pupil (estimated on average enrollment, 21,599) .....		.98
Cost per pupil for tuition in all the schools, including manual training (based on average enrollment, 21,599)		18.39

TABLE XIV.—Buildings and rooms occupied (owned and rented) in the first six divisions at the close of the school year ending June 30, 1891 (excluding the high schools).

	Divisions.								Total.
	First.	Second A.	Second B.	Third	Fourth	Fifth.	Sixth A.	Sixth B.	
Buildings owned	6	5	7	10	6	8	14	9	65
Buildings rented	1	a3		1			b2	1	8
Total	7	8	7	11	6	8	16	10	73
Rooms owned	c64	52	54	d72	e51	60	43	33	429
Rooms rented	e2	f18		e4			b2	e4	30
Total	66	70	54	76	51	60	45	37	459

a One occupied by graded schools and two by manual training and cooking schools.

b One occupied by graded school and one by cooking school.

c One occupied by cooking school.

d One occupied by cooking school, one by sewing school, and one by manual training school.

e One occupied by graded school and one by cooking school.

f Three occupied by graded schools, eleven by manual training schools, and four by cooking schools.

* This includes the cost of teaching ten practice schools, \$5,128.14.

† To be increased by the cost of teaching two practice schools, \$1,432.78.

‡ To be increased by the cost of teaching eight practice schools, \$3,695.36.

ACCOMMODATIONS.

The high schools will need no additional accommodations for a decade, even if they continue to grow as they have done in the past, except that the Business High School must be provided with a home. This school will continue to grow, without doubt. Its usefulness and value are beyond question. We would better, I think, try to rent for a few years a suitable place for this school than to divert appropriations needed for primary buildings.

Perhaps we ought not to consider the attendance in the upper grades as relatively large, but should consider the attendance in the lower grades relatively small.

If so we may be able to discover a cause for this.

HALF-DAY SCHOOLS.

There is reason for gratification in the fact that the number of half-day schools is decreasing. However, they do not decrease as rapidly as they should.

The half-day school falls short of what is due the child whom we assume to educate. Cultivation is not a product of spasmodic effort. Strength, power, culture, self-control are of slow growth, coming more easily and rapidly to some, however, than to others. The half-day school gives little opportunity to observe the effect of effort on different minds. It gives little opportunity for the study of different and a resulting modification of treatment. The tendency of the half day school is to enforce uniformity of teaching, which is not good teaching. Young children more than older ones require individual attention. The half-day school gives little opportunity for this.

Much of the time of the true teacher of the very young child is occupied in observing and waiting; waiting for the child's mind to act, and observing the process of acting and the result of it. There is no time for such waiting in the half-day school.

The young child is taught properly only by means of his senses. There must be time given him in which to see. His mind must be given time in which to act. He must have time in which to show that his mind has been affected.

We can not hope to do for our primary pupils what we ought to do for them, what they have a right to demand of us until there is provided for each school of forty or forty-five children a comfortable, healthful, well-equipped schoolroom in which the teacher may have opportunity and time to teach scientifically and well.

I recommend that the school day of the primary grades be lengthened to four hours and a half where our accommodations will allow it to be done and that the day be divided into two sessions.

I believe our next effort should be directed to the elimination of the half-time schools from our system.

LABORATORY WORK IN THE HIGH SCHOOLS.

Referring to the reports of the principals of the high schools I call your attention to the change that has taken place in the teaching of science in those schools within a few years. Owing to a lack of appliances and a teaching force restricted in numbers the reform was not accomplished as soon as was desired by those having the work in charge.

The lecture or didactic-illustrative method of teaching a science requires but little apparatus.

The value of such teaching is proportionally small. The younger and less experienced the learner the less the value of such teaching.

The text book verification method of teaching requires more room for work, more apparatus to work with and more time in which to work and is proportionally more valuable. Of course more teachers are necessary when this method is employed.

The experiment observation conclusion method requires more space, more apparatus or appliances and more time by far than either of the other two methods. More teachers are also necessary to teach a given number of pupils. This is the ideal method of teaching young people if indeed it is not the only profitable one.

For the necessary room, the indispensable apparatus and the adequate teaching force to make this method of teaching possible we have been unremittingly striving for the past five or six years. We have been gaining ground each year, taking from the contingent fund everything that could be spared for the purchase of apparatus, specializing the work and adding to the number of teachers.

We passed into the second stage, the verification stage, several years ago.

The new houses will give us ample room in which to work. Having now a reasonably good supply of appliances, especially for chemistry and biology, we hope hereafter to be able to employ the necessary force of instructors to insure ideal teaching.

The character of the teaching of the sciences enforced by the lack of room and of apparatus has caused the persistent effort that has been made for a few years to secure more and better accommodation for our high schools.

NIGHT SCHOOLS.

Table showing facts relating to night schools.

Schools.	Cost of teachers.	Whole number of persons enrolled during the year.	Average attendance per night.	Percentage of attendance.	Number of sessions.	Number of teachers.
WHITE.						
High school	\$6,112.50	465	106	72.4	56	6
Franklin school	418.00	303	74	70.3	56	4
Henry school	418.00	197	55	71.5	56	4
Wallach school	416.50	216	52	70.5	56	4
Jefferson school	416.50	221	66	80.6	56	4
Newsboys' Home	112.00	75	20	69.0	56	1
Total	2,512.50	1,577	373	73.0		23
School of cookery, 607 O street NW	126.00	21	10	81.4	56	1
Total	2,638.50	1,598	383	73.5		24
COLORED.						
Mott	364.00	176	88	88.7	56	1
Hillside	252.00	56	47	94.2	56	2
Total	616.00	232	135	90.5		3
Grand total	3,254.50	1,830	518	77.0		27

The night schools were reasonably successful. As in the past, the attendance fluctuated, being small especially after the Christmas holidays. Our best teachers being employed in these schools, good instruction is given. More excellent work would be accomplished if the pupils would attend more regularly. The work is encouraging, because of the deserving class of pupils it reaches.

The night high school, which the preceding year was an experiment, proved last year a gratifying success. Instruction was given in arithmetic, algebra, geometry, grammar, English literature, mechanical drawing, stenography, typewriting, and Latin. The instructors numbered six.

The night schools are worthy of your fostering care.

BOOKS AND LIBRARIES.

Referring again to the reports of the high school principals, another matter is presented to which your attention is respectfully called.

The lack of books to which teachers and pupils can turn for more knowledge of subjects under consideration is a serious hindrance to correct, broad work in all branches of study.

This want is not restricted to the high schools, but is felt in all grades and kinds of schools, being deplored by our teachers universally.

In the teaching of science, discovery reveals the truth, or if the truth is dictated, demonstration verifies it. In no case is the young learner in the early steps of knowledge to accept the statement of teacher or text without verification. Repeated investigations or experiments re-

veal new and kindred truths that confirm the first, adding not only strength to it, but new lights in which it is seen, giving new and other values to it. Truth discovered and verified gives a delight to the investigator not known to him who receives unchallenged the results of another's discovery. The work of discovery fascinates, allures. Feeding on itself, thus gathering new strength, success cultivates the power to see, strengthens and gives value to judgment, gives confidence, self-control, educates.

When the child is strong enough to pass from the field of original sources for his information and begins the getting of knowledge from the world of formulated knowledge—books—although having frequent recourse to original sources of information to verify what he sees in print or is told by his instructor, he must here begin a new kind of verification—that of establishing his facts by evidence; this evidence is to be found in books. He is now to learn to use books that statements may be substantiated by evidence, that statements not understood may be made clear to him.

He must be taught to turn to books, that he may see other statements of the same facts; that he may see them in new lights, and thus see them in more varied relations and thus understand them better. He must see new applications made of them, that he may better and more fully know their values.

He has learned to discover by investigation; he has learned the uses of words and other symbols by using them for the expression of thought that has been his own; he has learned to verify by example statements which he understood, but of whose truth he was not sure; he must now learn to establish truth by evidence.

How delightful will this use of books be to him! To him who has learned how most profitably to use books, reading is as fascinating as experimenting is to the scientist. Thought thus gained is as valuable and as strengthening as fact discovered.

It is no less the duty of the school, even the school of the low grade, to instruct and train the child in the profitable use of books than it is to train him to observe that he may know, or to instruct him in the use of apparatus for the verification of facts presented through symbols.

Children can not be employed too much in early school life in getting knowledge first hand, or as original investigators, if they are properly guided in the use and application of facts discovered. Such employments are but the continuation of anteschool-day enjoyments and experiences under educative restraints. Such employments will not only strengthen their power to see and increase their desire for research and add to their stores of knowledge, but will, under intelligent direction, give to the knowledge acquired in anteschool-day life an added interest by showing its related values.

Children must learn, however, how to get information second hand, and must learn to judge of the values of second-hand knowledge and thus to discriminate in accepting it.

The child is not to any great extent to investigate original sources of knowledge that he may know. That is too costly a process of information. There is an easier way to get knowledge. He, however, should be made to investigate original sources enough, that he may know the significance and value of the symbolic source. Having gained power to get knowledge from symbols by original investigation and by means of the study of symbols in conjunction therewith, each process helping the other, he must be trained in the processes of reading, trained in the science of symbolic investigation, a field in which the most acute perception, the most discriminating comparisons, and the soundest judgment are cultivated.

Every school should have its library. It is no less necessary to good teaching than is the specimen when the child is taught concerning plants or other natural phenomena.

Glad, indeed, am I to have the lower-grade schools supplied with objects, that the children may properly learn to see; to have the higher grades provided with apparatus, that the pupils may discover facts or prove what is dictated to them. No less important is it that books should be at hand, that the children may read for verification, for explanation, for broader application, for clearer views, and for greater gratification.

We want more books in every grade of school, in every schoolroom. These should be selected with care and wisdom. We should know—

(1) That the books are suited in grade to the pupils who are to use them.

(2) That they treat of subjects taught in the grade or of allied subjects.

(3) That what they contain is reliable information.

(4) That their style of composition is worthy of imitation.

Without the help of books treating of the subjects studied in the school in different lights and for varied purposes, and of books treating of correlated subjects, children can not be trained to read profitably and therefore can not be taught well.

Every branch of study pursued in the school has its literature suited to the capacity of the child that pursues it no matter what the grade of learning is. With the help of this literature we may lead our children into the boundless fields of formulated knowledge, with power to make it their own and with desires and ambitions that will be satisfied with nothing less than the best they offer.

Teaching a subject must include the giving of some knowledge of a bibliography belonging to it, elaborating it, applying it. No other teaching should be called good, in this day.

If we can thus train our children to a profitable and satisfying use of books the question of the occupation of leisure hours will need less solicitude by parent or State.

We have some books, most of which are well adapted to the needs of the schools. These are fairly well distributed among the various

grades. The books have been purchased with funds obtained by giving concerts, lunches, etc. Some schools, however, in the less favored portion of the city have not been able to secure libraries. Such schools should have books furnished them at once.

The following shows how many books we have and how they are distributed among the divisions:

Normal school.....	620	Second division, B	2,155
Central high school	5,200	Third division	4,243
Eastern high school	350	Fourth division	1,800
Western high school.....	151	Fifth division	2,781
Business high school	129	Sixth division, A	1,174
First division	1,900	Sixth division, B	393
Second division, A	3,852		

The teachers and pupils are entitled to much praise for their efforts to secure books. Nearly all we have in the schools below the high schools have been obtained by them.

A public library such as Washington ought to have would increase the efficiency and usefulness of our schools and would give to them a dignity and power for permanent good which they can never possess without it. A public library is more valuable to a community than a university. A good library is a fountain whose sources are the beginnings of recorded events and whose tributaries are the multiplying achievements of man in every field of thought and action; the pupils of our schools who are to be the future citizens should be made acquainted with its substantial qualities while being allured by its perennial freshness.

A library is a depository in which are represented the thoughts, feelings, and aspirations of man; the causes, tendencies, and results of events; it is a field for investigation offering opportunity and inducement to the original investigator equal or superior to that offered in any field of original inquiry; a field of natural phenomena on a higher plane than other fields for the investigation of whose facts and relations special training is required. Our children should receive the beginnings of this training while yet in the lower grades of school.

Could we have an adequate public library with one broad, generous hand outstretched to the forty thousand children attending our schools a new life and a new purpose would be given to our teaching. We should however still require the specially selected collection of books for each grade of school.

A TEACHERS' LIBRARY.

I wish to renew my plea for a teachers' library. I am persuaded that a well selected teachers' library under the management of an intelligent custodian would add much to the value of our work. Subjects would be taught with more intelligence if the teacher could have broad views of them. Broad views involve much research, which without direction

the busy teacher is unable to give to all the subjects taught in a single school. Had we a library especially selected for enriching our teaching, managed by an expert who could tell the teachers where to find the best information with a minimum of effort, the character of our work would be improved.

STUDIES.

There has been no change in the purpose of any subject taught in our school nor in the manner of teaching it, except perhaps that of music. A brief statement of what we are trying to accomplish in this branch of education will interest you.

MUSIC.

Music in the public schools throughout the country has not been held in very high esteem in the past by musicians and other people of culture.

During the last few years, however, this subject has undergone searching criticism. The standard was found to be low. In too many instances teachers were found to be satisfied if the children could be made to sing music found in their books, though they might be wholly unable to sing new music, and though they might render what they sang in harsh, shrill voices, with little or no idea of the meaning or spirit of the music. Teachers did not seem to realize the prime reason for teaching music—the cultivation of the child's sensibilities to render him more susceptible to beautiful and ennobling influences.

The severe criticism on school singing drew attention of educators to the subject. The possibilities of the subject were studied. It was found that really artistic work could be produced in the schools if the subject were taught according to the same psychological principles that govern the teaching of other subjects, combined with the application of the general principles of voice culture.

An attempt has been made to do work in our schools during the past year in accordance with this new line of thought.

The following ideas have given general direction to all our efforts:

(1) An essential element of good singing is pure, sweet tone. Throughout the year, therefore, attention was given to quality of tone. The children were taught to sing with open mouths, so that the voice might be properly placed. For this purpose special exercises were given which are known to be conducive to the production of smooth, full, pure tone.

(2) It is desirable to train children to read music so that they may have the power to become acquainted with and enjoy music, as they are given the power to become acquainted with general literature. The ability to read music at sight requires not only the development of two distinct types of sense perception—that of tone with respect to pitch relation, and that of time with rhythmic impulses showing length

and emphasis—but also that control of the voice which enables the possessor to produce tones accurate in time and pitch.

It has been our aim so to teach intervals that they may become a possession of the child's mind.

In the subject of time the effort was to implant in the mind of the child the *time feeling*, so that the keeping of time might be an action of the mind instead of, as heretofore, mainly mechanical muscular action. The sight work presented was not only melodious but was carefully graded, so that the children (never having work given them beyond their ability to execute) might sing new work smoothly, and without the usual fall in pitch caused by hesitancy and embarrassment.

(3) Effort has been made throughout the year to cultivate the sensibilities of the children, and to give them the beginning of an appreciation of the representation of emotion and thought in forms of music. For this purpose many rote songs were taught. Great care was exercised in the selection of songs, that they might be graduated to the intelligence of the children and at the same time be beautiful and be refining in thought and melody.

By the development of ability to recognize and the skill to make pure, sweet, tone; by training the children to read music readily, and by leading them to understand beautiful songs, and by training them to render beautiful songs with intelligence and real feeling, have we worked toward the chief end of teaching music—the refinement and cultivation of the child.

MANUAL TRAINING.

For years many employments developed from those of the kindergarten have been a part of the school work of the primary grades. For a longer time drawing has been an important part of the work of all grades of school. A few years since manual training shops were provided for the training of boys of the seventh and eighth grades in the use of tools, and cooking schools were provided for the girls of the same two grades. About the same time it was decided to teach the girls of the lower grade schools to sew. More recently we have established two shops, one in the third division and one in the fourth division, in which the girls of the sixth grade are taught cutting and fitting. Our conditions below the high schools resulting from facts stated above are presented more clearly by the following:

The children of the first and second grades are given the employments of the kindergarten.

The girls of the third, fourth, and fifth grades are taught sewing (one hour per week).

Some of the girls of the sixth grades are taught cutting and fitting (two hours per week), while the other girls of the grade are taught sewing (one hour per week).

The girls of the seventh and eighth grades are taught cooking (two hours per week).

The boys of the seventh and eighth grades are taught bench work (two hours per week).

The pupils of all grades are taught drawing (one hour and twenty minutes to two and a half hours or more per week).

COOKING LABORATORIES.

Miss E. S. Jacobs, directress of cooking, reports details respecting the schools in that branch of work as follows:

High school, 609 O street northwest. Number of pupils, 100; received from the Central high school. Cost of supplies, \$85.52. Miss E. S. Jacobs, teacher.

Force school, Massachusetts avenue, between Seventeenth and Eighteenth streets, northwest. Number of pupils taught, 182; received from the Force, Grant, Weightman, and Adams schools. Cost of supplies, \$92.71. Miss L. C. Bogan, teacher.

Corner of Fourteenth and N streets northwest. Number of pupils taught 230; received from the Berrett, Dennison, Webster, and Franklin schools. Cost of supplies, \$76.87. Miss Margaret Keogh, teacher.

607 O street northwest. Number of pupils taught, 231; received from the Henry, Phelps, Morse, and Twining schools. Cost of supplies, \$85.52. Miss Eva Walker, teacher.

Seaton school, I street northwest (between Second and Third streets). Number of pupils taught, 258; received from the Seaton, Blake, and Arthur schools. Cost of supplies, \$87.54. Miss A. L. Horton, teacher.

Peabody annex, Sixth and B streets northeast. Number of pupils taught, 247; received from the Peabody, Carberry, Maury, and Blair schools. Cost of supplies, \$87.50. Miss M. J. Merillat, teacher.

Wallach school, Eighth street and Pennsylvania avenue southeast. Number of pupils taught, 246; received from the Wallach, Towers, and Lenox schools. Cost of supplies, \$80.82. Miss Mamie Douglas, teacher.

Jefferson school, Sixth and D streets southwest. Number of pupils taught, 200; received from the Jefferson Smallwood, and Bradley schools. Cost of supplies, \$97.23. Miss Henrietta Schlerf, teacher.

Addison school, P street, between Twenty-sixth and Twenty-seventh streets northwest. Number of pupils taught, 203; received from the Western high school, Curtis and Jackson schools. Cost of supplies, \$86.99. Mrs. A. C. Pollock, teacher.

County schools. Number of pupils taught, 186; received from the Mount Pleasant, Monroe, Benning, Anacostia, Mott, Benning (colored), and Hillsdale schools, in which school buildings, except the Mount Pleasant and Monroe, the kitchens are located. Cost of supplies, \$79.68. Miss Fannie At Lee, teacher.

RECAPITULATION.

Number of pupils taught.....	2,073
Cost of supplies.....	\$860.38
Cost of plant for one cooking laboratory.....	225.00

Mrs. E. C. Weaver, directress of sewing, makes the following detailed report:

Mrs. E. C. Weaver taught in the Franklin, Wallach, and Lenox schools. Number of pupils taught, 248.

Miss I. I. Solomons taught in the Franklin, Adams, Seaton, Webster, Henry, and Phelps schools. Number of pupils taught, 809.

Miss M. O. Henry taught in the Dennison, Force, Grant, Brent, Corner Fourteenth and N streets NW., and Seaton schools. Number of pupils taught, 855.

Mrs. E. R. Thornton taught in the Weightman, Henry, Twining, Arthur, Blake, and Morse schools. Number of pupils taught, 710.

Mrs. M. W. Cate taught in the Twining, Wallach, Peabody, Brent, Towers, Monroe, Mott, and Mount Pleasant schools. Number of pupils taught, 672.

Mrs. S. M. Davidson taught in the Gales, Maury, Carberry, Madison, Greenleaf, Smallwood, Benning, and Benning Road schools. Number of pupils taught, 823.

Miss F. M. Layton taught in the Wallach, Blair, Cranch, McCormick, Lenox, Anacostia, Hillsdale, and Birney schools. Number of pupils taught, 688.

Mrs. A. L. Norris taught in the Jefferson, Amidon, Potomac, Bradley, and Smallwood schools. Number of pupils taught, 619.

Mrs. C. L. Stanton taught in the Tennallytown, Threlkeld, High street Jackson, Corcoran, Curtis, and Addison schools. Number of pupils taught, 478.

CUTTING AND FITTING LABORATORIES.

Seventh and G streets SE. Number of pupils taught, 133, received from the Wallach, Brent, Towers, and Lenox schools. Mrs. E. C. Weaver and Mrs. M. W. Cate, teachers.

Amidon school, Sixth and F streets SW. Number of pupils taught, 200, received from the Jefferson, Amidon, Bradley, and Smallwood schools. Mrs. A. L. Norris, teacher.

Cost of plant for one cutting and fitting laboratory, \$200.

MACHINE-TOOL LABORATORIES.

Mr. J. A. Chamberlain, director of manual training, makes the following detailed report:

High school, machine-tool laboratory, Nos. 624 and 626 O street NW. Number of pupils taught, second-year boys, forging, 44; third-year boys, machine work, 28; total, 72; received from the central and business high schools. Cost of supplies, \$107.39. Mr. A. I. Gardner, teacher.

Drafting and wood-turning laboratory; location as above. Number of boys taught, 108, received from the central, eastern, and business high schools. Cost of supplies: drafting, \$55; turning, \$53.25. Mr. O. H. Faulkner, teacher.

BENCH LABORATORIES.

Location as above, second story. Number of pupils taught: seventh grade, 164; eighth grade, 154; total, 318; received from the Henry, Abbot, Franklin, Phelps, Morse, and Monroe schools. Cost of supplies, \$497.01. Messrs. P. L. O'Brien and Alexander McArthur, teachers.

Twining school, Third street, between N and O streets NW. Number of pupils taught: seventh grade, 78; eighth grade, 84; total, 162; received from the Twining, Arthur, Gales, and Blake schools. Cost of supplies, \$202.36. Mr. Augustine Reed, teacher.

Peabody Annex, Sixth between B and C streets NE. Number of pupils taught: seventh grade, 83; eighth grade, 48; total, 131; received from the Peabody, Madison, Blair, Maury, and Carberry schools. Cost of supplies, \$202.33. Mr. J. K. Potter, teacher.

Seventh and G streets SE. Number of pupils taught: seventh grade, 108; eighth grade, 68; total, 176; received from the Wallach, Towers, Lenox, Brent, and Maury schools. Cost of supplies, \$187.08. Mr. J. A. Degges, teacher.

Jefferson school, Sixth and D streets SW. Number of pupils taught: seventh grade, 87; eighth grade, 63; total, 150; received from the Jefferson, Bradley, and Smallwood schools. Cost of supplies, \$190.88. Mr. E. J. Dakin, teacher.

Franklin school, Thirteenth and K streets NW. Number of pupils taught: seventh grade, 102; eighth grade, 83; total, 185; received from the Franklin, Dennison, and Berret schools. Cost of supplies, \$245.11. Mr. W. R. Sheid, teacher.

Force school, Massachusetts avenue, between Seventeenth and Eighteenth streets NW. Number of pupils taught: seventh grade, 91; eighth grade, 71; total, 162; received from the Force, Grant Weightman, Adams, and Mt. Pleasant schools. Cost of supplies, \$250.78. Mr. Francis Schweinhaut, teacher.

County schools.—Number of pupils taught and cost of supplies.

	Pupils taught.	Cost.
Anacostia	19	\$41.34
Benning (white).....	13	23.71
Benning (colored)	19	47.58
Hillsdale	21	23.34
Mott	24	34.44
Cost of plant for one tool laboratory		450.00

MANUAL TRAINING BETWEEN THE EMPLOYMENTS OF THE KINDERGARTEN AND THOSE OF THE TOOL LABORATORIES OF THE GRAMMAR SCHOOLS. •

The manual training that is now given in our schools is very inadequately set forth in the foregoing pages relating to the subject. It was a comparatively easy task to project plans for giving instruction in sewing, cooking, and tool laboratory employments. It was not difficult, the financial means being assured, to provide and arrange appliances and practically to put the work into the respective grades of the school. It was seen, however, at the start, though much might be done by the introduction of the employments named, to give to some of the children valuable training in the use of the eye and hand and a profitable acquaintance with practical things, that such a course would be unsymmetrical; that it would postpone the beginning of some kinds of muscular training too late for the most profitable returns for a given expenditure of effort; that it would omit entirely some lines of desirable training because of its narrowness, and that children withdrawing from the school during the early years of the school course would get little training of the kind we were seeking to give them.

It was felt that a year or two of primary kindergarten work at the beginning of school life and a corresponding amount of shop and laboratory work at the close would not develop to a very high degree that accuracy of perception, deftness of hand, and trustworthiness of judgment in application that a child's school training should give to him.

It was believed that the gap between the sense-training of the kindergarten and the use of carpenter's and metal-worker's tools in manual training shops should be filled by a system or course of hand work in the schoolroom running parallel with the purely mental studies of the curriculum of the same grades; that such a course should by its many and varied employments develop the eye, the hand, and the judgment in the direction of expertness, facility, and reliability; that definite, measurable results in skill, ingenuity, and in continuity of effort for the accomplishment of purpose, should be the aim of all teaching in this course of work, and that such a course, if practicable, would be in the interest of economy.

Since the beginning of manual-training exercises in our schools, therefore, efforts have been made to arrange some practicable lines of hand work that should begin in the first primary grade and lead sequentially to the employments of the tool laboratories of the seventh and eighth grades for the boys, and that it should be equally profitable to the girls, who would be instructed in cooking when reaching the same grades.

Drawing was, at the time mentioned, a branch of instruction in the schools. It was determined that the subject could not be taught well from flat copies.

It was known, though we had not been able previous to the time to

which reference is made to direct the work of drawing in the light of our best knowledge, that only by a liberal and an intelligent use of objects by which children could be made acquainted with natural and art forms could drawing be successfully taught. It became more evident every day as the work of teaching drawing was studied that representation even, the simplest product sought by the study, could proceed only from an accurate knowledge of the facts of forms, for however appearances of forms might differ from the facts, the underlying causes of the differences could be understood only by him who had been made acquainted with the facts.

Furthermore, when contemplating the purposes of the study higher than those of simple representation, it was believed that as a healthy productive imagination could be cultivated only after there had been acquired a store of facts well understood, so artistic work could be done by him only who would fashion his art out of materials taken from his own conscious storehouse of facts whose relations were understood.

It was agreed, therefore, that if the child is to be taught drawing at all, no matter for what purpose, first of all the teacher must see that he has abundant opportunity to learn from facts, and that as in the study of spoken or written language, so in his study of drawing or of graphic language, he must be made to know before an attempt is made to teach him expression. An important step forward in the teaching of drawing was made when this almost axiomatic truth was recognized.

It was believed also that facts could not be learned from representation or from dictation, or from both.

Children learn to know forms only imperfectly by seeing them and handling them; they get correct permanent conceptions of forms, best by analyzing them and by putting them together, and by making them of different sizes and of different materials, and under different circumstances and for different purposes.

Form study requires the action of one set of nerve centers excited by the eye coöperating with other sets of nerve centers excited by muscular action of fingers and hands directed by the will for the establishment of correct, permanent concepts of form. Concepts are built.

Form study and drawing are sequential steps in the order named for beginners, form study being the first, drawing being the second. Form study is a prerequisite to drawing. Manual training is one of two coördinate parts of form study. Manual training, then, and drawing are as inseparable as are ideas and words in the study of verbal expression.

Drawing was selected as the branch of study along whose lines of work related to them might be found those employments that would afford all the training desired to make the manual course of the school symmetrical and a unified entirety.

Apart from the strictly practical sense-cultivation, much may be done by this work to assist the æsthetic and the moral growth of the child.

The study of graceful forms and harmonious coloring will stimulate a love for the beautiful and appropriate which will leave its impress on all the work of his hand. In his home, in his dress, and in the products of handicraft good taste will guide his choice of form and color, and thus render the world brighter and pleasanter both for himself and for those about him. The appreciation of the beautiful and of the pure and chaste go hand in hand and will keep the mind and heart ever with higher and nobler things.

From the kindergarten through the high school the pupil should be kept in constant intelligent association with the object-world about him, that he may acquire knowledge of its structure and the laws governing its appearance. Without this knowledge of his environment he is but a stranger wandering in a strange land. By the proper study of geometric solids and planes and of forms related to these, he will acquire, through the natural avenues of acquisition, sight, and touch, a comprehensive and classified knowledge of all forms.

His glance will no longer be dazed by a bewildering maze of edges and planes, for in everything he will see but the combination and repetition of certain type forms. To the little child the form-world is as a tangled jungle, and must ever remain a perplexity until he has been led to a classification of its variations.

In this work, so necessary to correct, profitable instructions in drawing, is found an opportunity for the training of eye, hand, and judgment simultaneously. In these employments the making of geometric forms, of natural forms allied to them, and of art forms developed from them, and of common objects based upon them, is in part the work for which we have been seeking. What an amount of profitable seeing is here made possible! What employments for the acquirement of deftness and reliability in the use of the hands and fingers! What delightful exercises for the development of judgment and taste!

To Mrs. S. E. W. Fuller, the directress of drawing in our school, and her corps of assistants, is due the credit of adjusting the technical work of the different kinds of employments to the grades of the school.

The general purpose of the course of exercises developed are:

1. Storing the mind with true conceptions of forms and colors, and developing the ability to acquire new concepts.
2. Developing the ability to select from masses of materials that which is appropriate for specified or desired purposes.
3. Directing the attention to the essential elements of the beautiful in nature and in art, neglecting in such attention the accidental, thus developing the beginning of an artistic standard.
4. Training the hand to use, shape, and arrange materials with neatness, accuracy, and taste, that the learner may express artistically, *i. e.* with truth and beauty.
5. Teaching the use of tools adapted to the age and strength of the child and to the character of materials employed.

The following outlines and remarks show what we are doing:

SCHEDULE A.

Subjects.	Grades.							
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh	Eighth.
Drawing:								
Pencil drill	x	x	x	x	x	x		x
From construction by the pupils	x	x	x	x	x	x	x	x
From made objects	x	x	x	x	x	x	x	x
From nature.....	x	x	x	x	x	x	x	x
From original designs				x	x	x	x	x
From ornament from the flat.....					x	x	x	x
Working drawings							x	x
Geometric problems								
Modeling in clay:								
From made objects	x	x	x	x	x	x	x	x
From nature.....	x	x	x	x	x	x	x	x
To measurement and from working drawings				x	+	x	x	x
From the cast.....							x	x
From original designs								
Carving in clay:								
Ornament from the flat, incised.....					x	x	x	x
Ornament from the flat, in relief.....					x	x	x	x
From original designs					x	x	x	x
Construction with other materials:								
Sticks	x	x						
Paper folding and cutting	x	x	x	x	x			
Development in paper from working drawings.....	x	x		x				
Designs, applied:								
To clay					x	x	x	
To paper construction					x	x	x	
To cloth					x	x	x	
Language.....	x	x	x	x	x	x	x	
Color	x	x	x	x	x	x	x	

SCHEDULE B.

Tools and materials in the hands of children.

Grades.	Clay.	Sticks.	Tablets.	Pencil and paper.	Colored paper.	Heavy manilla paper and card board.	Tools for modeling and cutting	Mucilage.	Scissors.
First	x	x	x	x	x			x	
Second.....	x	x	x	x	x			x	
Third.....	x			x	x			x	x
Fourth	x			x	x			x	x
Fifth	x			x	x	x	x	x	x
Sixth	x			x	x	x	x	x	x
Seventh	x			x		x	x	x	x
Eighth.....	x			x		x	x	x	x

FIRST AND SECOND YEARS.

Tools and materials in the hands of the children: Clay, colored sticks, geometric tablets, colored paper, mucilage, pencil, and blank tablets for drawing.

Clay.—Children model in clay the sphere, hemisphere, cube, square prism, cylinder, right-angled triangular prism, ellipsoid, ovoid, equilateral triangular prism, cone, and pyramid, studying the forms from wooden models through the senses of sight and touch.

In connection with each geometric solid modeled, modifications of it are modeled such as are found in fruits, vegetables, bottles, and pottery forms (apples, tomatoes, lemons, pears, nuts, bowls, teapots, sugar-bowls, etc.), objects that can be brought into the schoolroom by the children or by the teacher. Nearly all the objects used are so easily procured that every child can have a model on his desk, which he studies and endeavors to imitate. The number of objects the pupil may imitate in clay is limited only by the time that may be given to the work.

Tablets.—From these solids the child passes to the study of planes, using tablets, which he builds around his solids, forming conceptions of the square, oblong, triangular, and circular planes as parts or properties of the solids. He also uses these tablets for inventing ornamental arrangements, as borders and rosettes. In connection with these planes he draws the forms of objects, the essentials of which can be given in drawings by the representation of one plane, as fans, envelopes, leaves, etc.

Sticks.—From the planes the child passes to the study of edges, using sticks of different lengths for construction. He first builds around the tablets, obtaining ideas of edges, then uses the sticks to gain conceptions of position and direction, as vertical, horizontal and oblique, parallel, and at angles. He uses them also for the division of lines by matching a long stick with short sticks of equal lengths, and for ornamental arrangements in borders and around a center. Such constructions are drawn full size.

Paper.—Colored paper is next given to the child with which he is taught to fold all the right-line geometric planes and ornamental combinations of them representing borders and rosettes.

Color.—The colors of the paper used are, in the first year, two tints each, of normal red, yellow, and blue; in the second year two tints each, of orange, green, and violet. These colored forms and combinations are expressed by the child in drawings. They should be rendered by washes of water color. This has been done in some schools. It will be done in all whenever practical difficulties can be surmounted.

In the study of color the children study the spectrum colors, using colored paper designed for this purpose, twelve colors being used: red, red orange, orange, yellow orange, yellow, yellow green, green, blue

green, blue, blue violet, violet, red violet. They are led to arrange these in their true relations, by taking in succession the yellow, red, blue, orange, green, and violet, and selecting the nearest related hues, until they are able to arrange them in true order. They also learn to recognize and arrange the tints of red, yellow, blue, orange, and violet.

They are led to look for these colors in other materials and in nature, especially in the flowers and leaves that are brought into the school-room in great abundance for use in connection with other subjects, number, and language. The object of this work is to cultivate the color sense.

Position and drill.—The child is trained to keep the body in right position for healthful activity, and is drilled in pencil-holding and pencil movements.

Language.—In all this work special attention is given to language both as a means of fixing conception and for the purpose of expressing it.

REMARKS.

In the lower grades most time and effort are given to the acquisition of conceptions and to the development of the power of acquiring them through the senses of sight and touch aided by language, and to the handling of materials. No one purpose, however, mentioned in the list of general purposes given at the beginning of this outline is neglected in any grade of work. Power of selection is developed and skill in arrangement is acquired by the grouping of forms, in the arrangement of tablets, sticks, and folded papers, with a definite thought in mind, as of making a pattern for a border or a rosette.

The child is led out from his confused and disorderly ideas of arrangement to see the beauty of orderly arrangement, out from his crude ideas of color combinations to the beauty of harmony.

It will be observed by reference to the course that both natural forms and art forms are presented to the child for study, it being desirable that neither should be presented to the exclusion of the other. If he gets his conceptions of form from nature alone he will miss the benefit derived from the great conceptions in architecture and decoration given us by masters; whereas if he studies art alone he is liable to be a servile imitator only. Chancellor Bacon said that art is man added to nature. The child can more readily acquire an appreciation of art by first being made familiar with its sources.

THIRD AND FOURTH YEARS.

Tools and materials in the hands of the children: Clay, colored paper, mucilage, pencil and blank tablets for drawing, scissors.

Clay.—The same geometric models are used in the third and fourth years as in the first and second years, the sphere, hemisphere, cube,

square prism, cylinder, triangular prism in the third year; the sphere, ellipsoid, ovoid, equilateral triangular prism, cone, and pyramid in the fourth year. The forms used for models are larger than those used by the children of the first and second grades, thus requiring greater judgment and more skill in construction. In the study of both the natural forms and the art forms, more careful observation and greater skill in rendering is required. For example, while in the first year the clay form of the apple might represent merely an apple as distinguished from an orange, in the fourth year it should represent the individual apple on the desk of the child. In the third year more fruits and vegetables are modeled than art forms; in the fourth year more art forms are made the objects imitated, being principally vases, pitchers, and other pottery forms. In the fourth year one or more objects are modeled of definite sizes, the specifications being given by the teacher. Heretofore the pupil has been expected to imitate only in size as well as in shape. Now more exact results are asked.

Object drawing.—The forms after being made in clay are represented by outline drawings. Fruits and vegetables are represented singly in the third grade, whereas in the fourth they are represented in groups.

The geometric solids are represented only by geometric drawings, giving top, end, and side views.

Paper folding and cutting.—(1) Scissors are now used for cutting forms. An especial study of units is made to discover possible modifications of them by a change of lines, change of proportions, or by the adoption of a motive from nature, as a leaf or the petal of a flower, each of which is cut.

(2) A study is made of the geometric forms, the square, right angled oblong, rhomb, and triangle, in the third year; whereas in the fourth year are studied the circle, pentagon, hexagon, octagon. Each construction is cut.

(3) A study of the division of geometric forms is made by use of diameters and diagonals.

(4) A study of spaces or fields thus obtained is made, after which the selection and adaptation of a unit to fill each field is made, each of which is cut.

(5) Borders are invented and cut. The variety of these is almost without limit. All arrangements are cut and pasted, after which the combinations are represented by drawings, as in the first and second years.

A complete development of the subject leads to representation by washes of water color. This has been done in many of the schools with excellent results. As difficulties of procuring and caring for materials are eliminated the work will be done in all the schools.

Color.—As this is the first year we have been able to procure the spectrum colors in suitable materials, the first and second year course will be given in these grades.

Color lessons have been given for two years in the first four grades in the recognition of red, yellow, blue, and their tints, illustrating by the use of pigments the results obtained by combining these.

An optional course in water color has also been in use for two years in the third and fourth grades, which has been very successful when the materials could be procured to carry it out.

The course is, in the

THIRD GRADE,

Washing tints of primaries in oblongs 3 by 5.

Coloring of decorative arrangements around a center and of borders.

FOURTH GRADE.

Mixing secondary colors from primaries. Washing in tints of secondaries.

Coloring of decorative arrangements in tints of secondaries. Mixing other lines of the spectrum, as red orange, yellow orange.

Drill.—Drills in the use of the pencil are continued throughout these years. The making of the circle, ellipse, and ovoid with curves derived from them, gradually take the place of making straight lines in these drill exercises.

Language work continues, the vocabulary being constantly enlarged as new conceptions of position, form, and color are obtained by the child.

It will be observed that as conceptions of form are increased more attention is given to the development of the power of selection and arrangement. This is seen in the grouping of fruits and vegetables for object drawing, in the adaptation of units to space in the selection of suitable curves to modify such units, and lastly in the use of natural forms by seeking for the type form, deciding which type form is best adapted to the space and rejecting details that interfere with the conception of this form as adapted.

The child should be early led to apply the law of selection to what he does, which is discrimination between the principal or the essential and the subordinate or the nonessential. The artisan, the artist, and the author alike must, to succeed, skillfully apply the law of selection. It distinguishes between the necessary and the accidental, between the basal elements and those that are ornamental, auxillary, or complementary. The beginning of power to select appropriately marks the birth of the artistic sense. Its correlated applications are the beginnings of judgment in other affairs.

FIFTH AND SIXTH YEARS.

Tools and materials in the hands of the children: Clay, heavy manilla paper or card board, mucilage, scissors, ruler, tools for modeling and cutting clay.

Clay.—In the fifth year the cone and cylinder are modeled in clay to definite measurements given by the teacher; in the sixth year splints

are modeled from working drawings. Other modeling is connected directly with the study of nature and decoration. Leaves are modeled from nature, the ivy and magnolia leaves being used most in the fifth year. In the sixth year branches having more than one leaf are used as models. The lotus ornament, in the fifth year, and a Moorish ornament, in the sixth year, are cut in clay by shaping splints, and, when partially dry, drawing upon them the forms of the ornament, then with a steel eraser or other tool cutting away from the drawn forms the clay, leaving the ornament in relief. Borders are cut in a corresponding manner, historic forms being selected for this purpose. In a corresponding way are executed designs made by the children, with the natural leaves as motives, of rosettes and borders. These forms are also incised. In the fifth grade rosettes are designed from the top views of flowers, which are modeled in clay.

Working drawings.—In these two grades working drawings of a variety of geometric solids and of many common objects are made. Such forms as can be constructed of paper are made, the patterns being developed from the working drawings. The patterns are then folded and pasted, giving the forms of the solids. The working drawings and first sketches of the patterns are drawn freehand. The patterns for making are carefully measured and ruled. Colored paper is used for surface designs for ornamenting the forms made, three tints of neutral gray and brown being used.

Object drawing.—In the fifth year the study of changes in the appearances of forms under varying conditions begins to claim more specific attention than has hitherto been given to it.

The foreshortening of planes, the effects of distance on size, and the consequent appearance of convergence in retreating edges, are facts which the pupils are led to discover through the study of geometric models and of the various objects by which they are surrounded.

Geometric solids studied are the cylinder, cone, square prism, square and circular plinths, of which drawings are made singly and in groups. Drawings are also made of such suitable objects as can be brought into the schoolroom, as tumblers, flower-pots, books, boxes, bowls, and simple vases. These also are represented in groups.

Drawings of natural forms are made in the spring and fall, when subjects for study can be procured in abundance. Single leaves of all kinds are represented in the fifth grade, whereas clusters of two or three leaves, or branches showing two or three leaves, are drawn in the sixth year.

Decoration.—In the fifth year the adaptation of the natural leaf to rosettes and borders is studied; while in the sixth the adaptation of radical growth and branching to the upright and bilateral unit of design is studied, also the use of the top views of flowers and of the bilateral unit in covering surfaces.

Children are encouraged and taught to make some applications of these ideas of design in suitable materials, as ornamenting boxes by

designs in cut paper or executing them in embroidery stitches with which many are familiar.

In these two grades the field for acquisition is enlarged. To facts of form are added those of appearance under varying conditions. In plant forms the laws of growth are observed, attention being called to all the beautiful details of form and color in leaves and flowers. The right use of these forms in art, and the application of the laws of growth to the development of the art form in ornament, is learned by doing, while the effort to apply this ornament to practical purposes teaches the necessity of considering the material to be used when inventing or adapting a design and the character of the object decorated, as well as to the use to which it will be put.

It will be observed that in the last detailed groups of work pupils are made to construct to definite specifications, and furthermore they are taught to make designs giving to them definite specifications which are to be wrought in various kinds of materials.

Manual training is a large part of the good secured in all this work, making the patterns, cutting, pasting, carving, modeling. Nothing can excel modeling for bringing thought down to the fingers.

SEVENTH AND EIGHTH YEARS.

Tools and materials in the hands of the children: Clay, modeling paper, mucilage, pencil and paper, compasses, ruler, scissors, tools for modeling and cutting clay.

Clay.—The pupils model from working drawings, plinths with chamfered edges, paper weights, and other objects; from nature, branches showing three or more leaves, flowers, fruits, modeling and cutting historic ornament.

Working drawings, freehand and instrumental.—Geometric problems and drawing plans to scale are required. Constructive designs, pocket-books, portfolios, envelopes, boxes of various patterns in any suitable material are made, as also the working drawings for articles to be made in the tool laboratories.

Object drawing.—Representations of the cube and square prism at different angles with picture plane; representations of books, baskets, vases, and other similar forms, singly and in groups are made. For home study are required drawings of tables, chairs, buildings, or of anything that illustrates the principles taught.

Drawing from nature.—Twigs of opposite and alternate branching plants illustrating radical growths are drawn, also flowers on branches showing leaves.

Decoration.—Ornament illustrating bilateral arrangements and its value in combination, as in borders, surface designs, and naturalistic arrangements, conventionalizing the natural growths and forms is studied. The applications of these designs to material obtainable by the pupils, as in outline embroidery, applique work on cloth, tiles modeled or cut in clay, or other material are made.

In these grades is continued the collection of materials, facts of form to be used in construction; appearances of form for artistic purposes of representation. The study and drawing of plant forms are emphasized, that the minds of the children may be stored with conceptions of their wonderful structure and the beauties of form and color found in them.

The study of good art forms is added to this, but not to so great an extent as could be desired because of the difficulty of bringing into the schoolroom suitable materials. Many teachers are making commendable efforts to procure good pottery forms and casts of ornaments. We have a very few examples of ornament in outline in the text books used which are valuable when made to serve as directions for cutting the forms in clay or in paper.

The application of the artistic elements, selection and arrangement, is continued in the use of the laws of growth and of type forms observed in nature for the creation of art forms, and in the selection from these original combinations of those suited to certain materials and purposes, which come under the observation of, and can be handled by, the pupil.

In the manual work the compasses are added to the list of tools before in use. Geometric problems are taught, being used in various constructions. Pupils at this stage of development should be made to strive for greater accuracy in work done by the hands. For the accomplishment of this they are allowed to use instruments more freely.

It was my desire to give an outline of the work of manual training in the first six grades of school, especially that you may see the work done by all the pupils in this useful branch of education. The art work done in the seventh and eighth grades is added, that you may see also what is meant by the term drawing, and thus see the unity of our manual training from the first primary grade through and including the tool laboratories.

It will be seen that the course is eminently one of object teaching. It has proved to be very practicable and very interesting. It complements or supplements other studies of the school course in such ways as to be most valuable as auxiliary to them. This is noticeable especially in the teaching of English, both oral and written.

CONCLUSION.

In closing this report I desire to state that I believe the school year has been a successful one. The most credit for this success is due to the corps of intelligent and faithful teachers who have guided and instructed the pupils.

I wish, gentlemen, to thank you for the continuance of your confidence and support, and also to express my high appreciation of the valuable assistance I have received from the wise counsels of the honorable Commissioners.

I am, with high esteem, your obedient servant,

W. B. POWELL,
Superintendent of Schools.

SEPTEMBER 30, 1891.

REPORT OF SUPERVISING PRINCIPALS,

DEAR SIR: We have the honor to submit a report of the schools of the District for the school year 1890-'91.

WASHINGTON, D. C., June 30, 1891.

TABLE I.—*Showing location and condition of buildings.*

Division.	Building.	How heated.	Light.	Ventilation.	Water closets.	Play rooms.	Yards.	Owned or rented.
1	Franklin	Steam	Excellent	Good	Good	Excellent	Excellent	Owned.
1	Adams	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
1	Dennison	Steam	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
1	Force	Steam	Excellent	Good	Good	Excellent	Excellent	Owned.
1	Berret	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
1	Phelps	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
1		Stoves	Fair	Poor	Fair	None	None	Owned.
2a	Abbot	Furnace	Excellent	Good	Excellent	Small	None	Rented.
2a	Seaton	Steam (indirect)	Excellent	Poor	Poor	Excellent	None	Owned.
2a	Morse	Furnace	Excellent	Good	Fair	Excellent	Ample	Owned.
2a	Henry	Steam (direct)	Excellent	Fair	Excellent	Small	Ample	Owned.
2a	Webster	Steam (direct and indirect.)	Excellent	Fair	Good	Small	None	Owned.
2a		Stoves	Poor	None	Fair	None	None	Rented.
2b	Gales	Steam	Excellent	Excellent	Excellent	Excellent	None	Owned.
2b	Arthur	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
2b	Blake	Furnace	Excellent	Excellent	Excellent	Excellent ^a	Excellent	Owned.
2b	Twining	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
2b	Blair	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
2b	Madison	Furnace	Excellent	Excellent	Excellent	Excellent	Small	Owned.
2b	Hamilton	Stoves	Excellent	Fair	Excellent	None	Excellent	Owned.
3	Wallach	Steam	Excellent ^b	None	Fair	None	Ample	Owned.

^a None on boys' side. ^b With the exception of four rooms in which the light is poor.

TABLE I.—*Showing location and condition of buildings—Continued.*

Division.	Building.	How heated.	Light.	Ventilation.	Water closets.	Play rooms.	Yards.	Owned or rented.
3	Peabody.....	Steam.....	Excellent.....	Good.....	Fair.....	Good.....	Small.....	Owned.
3	Carberry.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.
3	Mary.....	Furnace.....	Excellent.....	Excellent.....	Fair.....	Excellent.....	Excellent.....	Owned.
3	Towers.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.
3	Bent.....	Furnace.....	Excellent.....	Good.....	Fair.....	Excellent.....	Small.....	Owned.
3	Cranch.....	Steam.....	Excellent.....	None.....	Fair.....	Good.....	Small.....	Owned.
3	Lenox.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.
3	McCormick.....	Furnace.....	Excellent.....	Fair.....	Excellent.....	None.....	Ample.....	Owned.
3	Peabody Annex.....	Stoves.....	Poor.....	None.....	Poor.....	None.....	Small.....	Rented.
4	Jefferson.....	Steam.....	Excellent.....	Fair.....	Excellent.....	Excellent.....	Ample.....	Owned.
4	Ansdon.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.
4	Smallwood.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.
4	Bradley.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.
4	Potomac.....	Stoves.....	Excellent.....	Fair.....	Bad.....	Fair.....	Ample.....	Owned.
4	Greendale.....	Stoves.....	Excellent.....	Fair.....	Bad.....	Fair.....	Ample.....	Owned.
5	Curtis.....	Steam.....	Excellent.....	Fair.....	Excellent.....	Good.....	Good.....	Owned.
5	Grant.....	Steam.....	Excellent.....	Excellent.....	Excellent.....	Good.....	Good.....	Owned.
5	Jackson.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Good.....	Good.....	Owned.
5	Weightman.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Good.....	Good.....	Owned.
5	Addison.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Good.....	Good.....	Owned.
5	Corcoran.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Good.....	Good.....	Owned.
5	Threlkeld.....	Stoves.....	Excellent.....	Poor.....	Excellent.....	Good.....	Good.....	Owned.
5	.....	Stoves.....	Poor.....	Poor.....	Excellent.....	Good.....	Good.....	Owned.
5	Industrial Home.....	Steam.....	Fair.....	Poor.....	Excellent.....	Good.....	Good.....	Owned.
5	.....	Stoves.....	Excellent.....	Poor.....	Excellent.....	Good.....	Good.....	Rented.
6a	.....	Stoves.....	Good.....	Poor.....	Good.....	Poor.....	Small.....	Owned.
6a	.....	Stoves.....	Good.....	Poor.....	Excellent.....	Fair.....	Ample.....	Owned.
6a	.....	Stoves.....	Good.....	Poor.....	Good.....	Excellent.....	Ample.....	Owned.
6a	.....	Stoves.....	Good.....	Poor.....	Good.....	Excellent.....	Ample.....	Owned.
6a	.....	Stoves.....	Good.....	Poor.....	Excellent.....	Excellent.....	Ample.....	Owned.
6a	.....	Stoves.....	Good.....	Poor.....	Excellent.....	Excellent.....	Small.....	Owned.

6a	Stoves	Good	Poor	Good	Large	Owued.
6a	Stoves	Good	Poor	Fair	Large	Owued.
6a	Stoves	Good	Poor	Fair	Small	Owued.
6a	Orphans' Home	Excellent	Excellent	Excellent	Small	Neither.
6a	Mott and Annex	Good	Poor	Fair	Small	Owued.
6a	Stoves	Good	Poor	Fair	Small	Rented.
6a	Monroe	Excellent	Excellent	Excellent	Small	Owued.
6a	Stoves	Good	Poor	Excellent	Large	Owued.
6a	Stoves	Good	Poor	Excellent	Large	Owued.
6a	Stoves	Good	Poor	Good	Large	Owued.
6a	Stoves	Good	Poor	Good	Large	Owued.
6b	Anacostia	Fair	Poor	Poor	Excellent	Owued.
6b	Old Masonic Hall	Poor	Poor	Poor	Poor	Rented.
6b	Birney	Excellent	Good	Good	Excellent	Owued.
6b	Hillsdale	Poor	None	Poor	Poor	Owued.
6b	Giesboro	Poor	None	Good	Excellent	Owued.
6b	Garfield	Poor	None	Good	Excellent	Owued.
6b	Good Hope	Excellent	Good	Good	Poor	Owued.
6b	Benning road	Excellent	Good	Fair	Fair	Owued.
6b	Benning road annex	Poor	Poor	Fair	Fair	Owued.
6b	Benning	Excellent	Poor	Good	Excellent	Owued.
6b	Barville	Poor	Good	Good	Fair	Owued.
6b	Anacostia road	Excellent	Poor	Poor	Excellent	Owued.

^a None on boys' side. ^b With the exception of four rooms in which the light is poor. ^c With the exception of two third-floor rooms, where the light is poor. ^d Excepting three rooms in which the light is fair. ^e Excepting three rooms in which the light is excellent. ^f Unoccupied.

TABLE II.—*Showing attendance, absence, and tardiness of pupils by divisions and as a whole.*

1	2	3	4	5	6
Divisions.	Days present.	Days absence.	Cases of tardiness.	Percentage of attendance.	Ratio of column No. 4 to column No. 2 in parts of 1 per cent.
1.....	482,750.0	42,711.6	4,287	91.8	.88
2 A.....	452,206.5	35,202.5	2,820	92.7	.62
2 B.....	432,262.5	46,336.5	3,275	90.3	1.20
3.....	652,273.0	45,097.0	1,484	93.5	.22
4.....	387,847.0	32,228.5	1,858	92.3	.47
5.....	423,393.0	40,239.0	3,604	91.3	.85
6 A.....	274,700.0	30,481.0	2,263	90.0	.82
6 B.....	182,810.5	23,882.0	2,104	88.4	1.20
Total.....	3,288,431.5	296,238.0	23,785	91.7	.72

In the above table the last column should not be mistaken for percentages of tardiness, for the figures are approximately double what they would be as such.

TABLE III.—*Showing absence and tardiness of teachers by divisions and as a whole.*

Division.	Teachers.	Days absence.	Average days absence per teacher.	Cases of tardiness.	Average times tardy per teacher.
1.....	73	371.5	5.08	191	2.61
2 A.....	60	247.5	4.12	109	1.81
2 B.....	60	185.0	4.12	107	1.78
3.....	86	382.5	4.44	93	1.08
4.....	55	241.5	4.39	21	.38
5.....	61	307.5	6.02	118	1.93
6 A.....	39	152.5	3.91	47	1.21
6 B.....	29	136.0	4.68	57	1.96
Total.....	*463	2084.0	4.50	743	1.60

* Including 10 training schools.

It should be said that the tardiness shown in this table is not due to the teachers as a corps, but to a few only.

TRUANCY.

Just how long a teacher should retain in her school a pupil who habitually plays truant is a serious question. When an arrangement, which is sometimes successful, is entered into between teacher and parent that the child shall present a pass book to the parent at the close of each day, bearing the teacher's imprint of attendance that day, the general result is that the parent soon fails to demand the exhibition of the book, or demanding it, accepts an excuse of forgetfulness to take it to school, accepts an excuse of "I've lost it," and soon the child is truant as formerly. Many times teachers accept notes purporting to

come from parents, saying the boy is sick and must stay from school for a time. There are no means at hand of verifying such statements, so the child remains out a week or a month, with the seeming cognizance of parents and with the result of a more thorough establishing of the immoral and pernicious habit.

The necessity of the enactment of a truancy law and the appointment of a truancy officer or officers is most earnestly emphasized. Yet it would be but aggravating and spreading the disease to stop at this. In addition one or more schools for such children exclusively should be established, over which should preside the most conscientious teachers, those already known to be successful with such characters, and there are some who seem to have little trouble with the worst.

The experience of other cities as reported by the various superintendents indicates that both actions should be taken. (See report of the Commissioner of Education, 1887-'88, page 219, *et seq.*)

SCHOOL WORK.

As no material alterations have been made during the year in the outline of work prepared for the guidance of the teachers, it may not be necessary to enter into a detailed report of the work which has been done in each of the subjects comprising the curriculum of the schools under our supervision. It should be said, however, that there has been no retrogression in the work. In all parts of the course of study a distinct advance has been made by most of the schools beyond the attainments of the previous year. This is high praise and is well deserved by the larger part of the teachers to whom it may be given. Yet there remain a few teachers of whom it may be said that their ambition has apparently been satisfied in maintaining the standard reached in past years. This number is smaller than in preceding years and will continue to grow smaller under the influences at work to give higher and broader views of the work to be done and of the teacher's proper part in accomplishing it. There is, therefore, in the results of the work of the last year, great reason for satisfaction and encouragement to all who are interested in our schools.

While it is unnecessary to speak at length about the work in general, nevertheless there are certain features in each of the branches of study which should be specially mentioned. Some of these should be commended as special efforts in the right direction, whose successful results have been conspicuous. There are others to which attention should be drawn as offering an opportunity for improvement during the coming year.

NUMBER.

The presentation of number has been marked by a careful observance of the logical processes of development, supplemented and enforced by the statement of relations and the obtaining of results. In general, it

may be stated that the first part of this work has been done better than ever before. Few teachers are now willing to depend alone upon mere drill in number for success in their teaching. Indeed, in their anxiety to escape from the depressing influence of the almost mechanical work of repetition, that important and coördinate branch of the work has been sometimes neglected. In making this observation, it is not the intention to criticise the work in discovering relations, for that has been well done and ought not in any way to be made less prominent, but it is the intention to suggest that, after the subject has been made clear to the pupil by suitable development, more attention may safely and properly be given to that repetition and drill which are essential to accuracy and rapidity in the use of numbers.

There has been a noticeable improvement in the form of the written work in all grades during the year. There was need of, and an opportunity still exists for, an improvement in this particular. Perhaps no cause is more operative in producing this carelessness on the part of the pupil than the habit of giving work in number for "busy work" without adequate inspection of the slates or papers by the teachers. It seems, furthermore, that more definite study of form in all written work could profitably be required.

Better work has been accomplished in the fifth grade in fractions than in the preceding year. This has been the result of a better understanding among the teachers of the scope of the work for the grade. While giving as much, and in many cases more, attention to simple fractions, greater consideration has been given to factoring and to practice in determining common denominators by means of factors. This work may be profitably increased in order that the pupils may acquire greater facility in using fractions whose common denominators can not be seen by inspection, and also absolute certainty in getting correct results. There should be more drill in *doing* to supplement the admirable work in development. Processes of handling fractions should be absolutely known before leaving this grade.

It may not be unwise to emphasize at this time the importance of the number work of the sixth grade, both in respect to its relation to the work of the preceding year and to the utilitarian character of the new work introduced. The work of the lower grades has been in a large measure a preparation for this. Here, then, is found the opportunity to fix in the pupil's mind the principles already taught, and to make practical application of them to the things with which he is made familiar in his daily experience. The subject of compound denominate number meets the child in one form or another in his everyday life. He has been taught from the commencement of his school life to be at least as familiar with things as with the numbers which stand for them, so that upon coming to this grade he is ready for broader generalizations, and more practical applications of his knowledge than in any preceding grade. Very many of the teachers of this grade realize this opportunity and use it to the utmost.

For the purpose of unifying the work in number, it is recommended that the teachers make themselves familiar with the work of the preceding grades, and give the pupils ample opportunity to use the knowledge there acquired.

LANGUAGE.

READING.

In the matter of reading the first thing to be noted is the improvement of the lower grades. There has been an increase in the power to recognize and pronounce the written or printed words, and a corresponding increase in the ability to grasp the meaning conveyed by the words. This encouraging condition has been the result of careful and constant attention given to the teaching of sounds. This work, which has been commended in previous reports, has received more attention during the past year from the teachers than had previously been given it. Wherever it has been well done, the pupils have shown an interest and power in reading which has been lacking in schools in which the sound work has been neglected.

In the fourth grade the reading begins to be more for the purpose of gaining information, and in each succeeding grade it partakes more and more of this character. This of necessity increases the amount and gives greater variety to the reading matter. That the pupil reads intelligently, that he comprehends the thought, is undoubtedly true. This is a result of the highest value, and one which repays the greatest efforts put forth for its attainment. But accompanying this development of strength there has not been a corresponding improvement in enunciation and expression. This may be due in the first case to the lack of systematic drill in the principles of enunciation, and in the second to the neglect of studying suitable reading matter, the proper rendering of which would give exercise to those powers which combine to produce expression. The first fault should be remedied, and that being done, it is believed the second will soon disappear.

COMPOSITION AND GRAMMAR.

In no study has the year's work been more satisfactory, taken as a whole, than that which has been done in making English. Whether in the oral expression of thought or in the written composition, the making of English has been a part of every other subject. Formal compositions, embodying the results of the daily instruction and practice, have been written with more frequency than hitherto. No criticism need be made upon this work. In the light of experience, however, it may be safely urged upon the teachers to still further increase the frequency of making these compositions. This may be accomplished in many cases without consuming more time than is now allotted to the subject by reducing the length of compositions.

During the early part of the year an outline was prepared covering the work of the eighth grade in composition and grammar for the whole year. This outline was carefully followed out by the teachers of the grade with most gratifying results. While entailing a large amount of work upon pupils and teachers, much time was saved by having a definite object in the work. The experience of this grade during the year gives rise to the hope that similar outlines may be prepared for the grades remaining without them.

The work in technical grammar also deserves commendation. In all the grades more attention has been given to the subject than during the past year. In the fifth and eighth grades, where the work has been the most clearly outlined, the best results have been shown.

GEOGRAPHY AND SUPPLEMENTARY READING.

The general plan of work did not differ materially from that pursued with such good results by our teachers during the preceding year; and were it not for the very marked advance made in several particulars, although no especial prominence was given to this branch by any effort on the part of either superintendent or supervisors to change or modify the existing conditions of things, it would not be necessary at this point to add to the exhaustive discussions of previous reports. During the past year there has been no less interest in collecting and preparing illustrative material for the purpose of supplementing and broadening the meager statements of the text-books; but in the selection of this material, in its arrangement and classification, there has been more thoughtful discrimination against all that is valueless educationally.

In the matter of supplementary reading, there has also been a most gratifying improvement. In previous reports we have praised the success of the teachers in leading their pupils out of the narrow limits of text-books into the broader field of supplementary literature. During the past year there has been no less interest and enthusiasm in this work. Nevertheless, while fully appreciating the necessity and importance of this independent research to supplement all lines of school work, the teachers have realized clearly the danger and disadvantages likely to arise from too much unguided, indiscriminate home reading. They have endeavored more than formerly not only to limit the reading to specific subjects, but, as far as possible, to the few best books bearing upon these subjects. They have endeavored not only to arouse in pupils an enthusiastic love for reading, and to encourage in every way the desire for broader, fuller knowledge, but they have realized the importance of directing this newly discovered enthusiasm into channels that will lead to its highest development. The result has been that pupils have not only read widely, but wisely; that they have been trained how to read, how to use books to the best advantage.

What is true of the supplementary reading in geography applies with equal force to the reading done in connection with the study of history and other lines of school work.

In this connection the importance of the school library can not be overestimated. A report has been forwarded to you by the supervisors showing the number of books contained in these libraries. A more detailed statement would discover the fact that they are very unevenly distributed and that in localities where they are most needed they are most incomplete. The reasons for this are obvious. To make the school library what it ought to be in order to realize from it the best results, the unaided efforts of teachers and pupils should not be depended upon to establish it. In previous reports the purchase of as many books for supplementary work as the state of the contingent fund would warrant has been urgently advocated, in the belief that there could not be a more profitable investment. We desire now to emphasize this recommendation by repeating it.

It would seem, too, in view of the great value of these libraries, educationally as well as intrinsically, that rules should be formulated to govern the care and preservation of the books and to regulate their use. The question of ownership should be determined and provision made for the disposition of libraries in case of changes in the assignment of teachers.

PENMANSHIP.

Improvement in the writing of the schools has been noticeable during the year. This has been most manifested in the better position assumed by the pupils while writing, and in the freer movements of the muscles of the arm and hand. Pupils have been taught that a correct position and perfect control of the muscles used in writing are not only the conditions essential to good penmanship, but are also rendered necessary by proper consideration for the health of the body. They have thus been led to give attention to these conditions, voluntarily, and from an intelligent knowledge of their value. In no other way does it seem possible to overcome the tendency of the child to assume a stooping and cramped position while writing. He must be his own monitor in this matter. A position taken only at the command of the teacher, lasting only as long as the influence of her command is felt and immediately changed upon the withdrawal of that influence, is of little educational value. The child must be given a motive which will appeal to his intelligence and self-interest if he is to be taught to do spontaneously what by nature he seems indisposed to do.

Therefore it is satisfactory to see, as before intimated, that exercises in pen holding and muscle training have been very generally given during the past year. Much yet remains to be accomplished in this direction. The good influence of one year's work will be lost to the pupils unless it be followed by similar work in the grade to which he is advanced. It is earnestly to be hoped, therefore, that this branch of the work will continue to receive from the teachers the attention that it deserves. There has not been so much improvement in form as has been noted in position and movement. Perhaps this is the natural result of breaking away

from old habits in position and of concentrating attention and effort upon acquiring new and better habits. But it would seem to be wise, at this time, to supplement the work already indicated by a study of form, and by an effort to obtain it, so far as can be done, without sacrificing the good already achieved.

Much credit for the excellence of this work is due to Mr. H. C. Spencer, whose frequent lectures at the beginning of the year instructed the teachers in the principles and methods of the work and inspired them with zeal in prosecuting it.

A COURSE OF STUDY.

It has been previously indicated that the work in several studies has been advanced and made more effective by means of outlines showing the work to be done in those subjects. The old course of study, prepared several years ago, does not fully show what is being done at present. The work has been broadened and increased since that time, so that the old course of study is not the help to the teachers that it should be.

The beneficial effect of these outlines was at once apparent. The teaching became more systematic and definite, and there was less waste of power through misdirected effort. While securing unity and system in the work, there was no loss of that spontaneity and earnestness which result from a large measure of freedom for the teacher. The outlines are so flexible as to give opportunity for individuality, which is an essential element in intelligent teaching.

In view of these facts, it is recommended that similar outlines be prepared for the studies which are at present without them. Indeed, a course of study embracing in one volume the outlines already prepared and such additional ones as may be necessary would be of great utility and value.

IN CONCLUSION.

It is a high testimonial to the excellence of the schools that in a review of the year's work so little criticism has been found necessary. Within the limits of this report it would be impossible to commend specifically all that deserves praise. Where criticism has been made it has been in the belief that the fault noted needs only such mention to insure its correction. Where praise has been given it has been in the hope of commending thereby its object to general attention. Of the work of the year not already noticed it will be sufficient to say that it has been generally well done. The same intelligent treatment of subjects which characterized the work of last year has been shown in all branches of the work this year. The results of this treatment as shown in the progress made by the pupils have been, perhaps, more gratifying than those exhibited last year. With a clearer knowledge of what to do, and a constantly increasing intelligence in doing it, the advancement of the schools is steady and constant.

Much praise is due the teachers of the District for their faithfulness and earnestness in the discharge of their duties. To their intelligent efforts in giving effect to the broad plan of work provided for the schools much of the credit for the satisfactory condition before noted must be given.

In closing we wish to express to you our appreciation of your courtesy and kindness in our relations, official and personal. We are also under obligations, individually, to the members of the board of trustees, for their interest and support in all matters pertaining to their respective divisions.

Very respectfully,

N. D. CRAM,
C. S. CLARK,
JOHN T. FREEMAN,
Committee on Annual Report.

Hon. W. B. POWELL,
Superintendent Public Schools, Washington, D. C.

CENTRAL HIGH SCHOOL.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I have the honor to submit herewith a report of the High School for the year ending June 30, 1891.

Numbers and attendance.

Number of pupils readmitted from previous year.....	610
Number admitted at the beginning of the year.....	446
Number subsequently admitted.....	31
Number of withdrawals.....	106
Number at close of the year.....	909
Whole number enrolled (girls, 703; boys, 387).....	1,090
Average number enrolled.....	1,004.4
Average number in daily attendance.....	953
Percentage of attendance.....	94.3

Year 1890-91.

Months.	Average enrollment.	Average attendance.	Percentage.
September.....	1,036	1,053.2	98
October.....	1,051.7	1,006.7	95.7
November.....	1,054.2	1,024.2	97.1
December.....	1,043.3	970.5	93
January.....	1,016.9	965	94.4
February.....	1,011.8	953.4	94.2
March.....	993.7	927	93.2
April.....	956	942.3	93.8
May.....	923.3	877.4	94.5
June.....	905.6	869.7	96

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The number of pupils enrolled in each class has been: First-year class, 465; second-year class, 358; third-year class, 267.

Table showing growth of the school.

Years.	Number of teachers.	Average enrollment.	Years.	Number of teachers.	Average enrollment.
1882-'83.....	11	367	1887-'88.....	30	913
1883-'84.....	13	486	1888-'89.....	33	1,167
1884-'85.....	20	596	1889-'90.....	41	1,274
1885-'86.....	24	688	1890-'91*.....	36	1,001
1886-'87.....	28	775			

* Decrease accounted for by establishment of branches at Georgetown and Capitol Hill.

Statistics of attendance 1890-'91.

Year opened with enrollment of.....	1,056
Maximum enrollment (September).....	1,056
Close of year (June).....	909
Average enrollment.....	1,001.4
Approximate ratio, boys to girls.....	4 to 7
Average percentage of attendance.....	91.99

Miscellaneous statistics.

Number of graduates:		Number of graduates:	
1882-'83.....	26	1890-'91.....	205
1883-'84.....	51	Number in the different courses in	
1884-'85.....	139	1890-'91:	
1885-'86.....	179	Academic.....	598
1886-'87.....	190	Scientific.....	492
1887-'88.....	207		
1888-'89.....	222	Total.....	1,090
1889-'90.....	289		

BUILDING AND ACCOMMODATIONS.

The establishment of the various high schools has afforded the central school much needed relief. The original building and the wing recently constructed furnish accommodation for a thousand pupils.

During the past year, for the first time since the school passed this limit in numbers, the capacity of the building has been equal to the demands upon it. The third floor has not been required for ordinary class rooms, as in the past, and as a result the long-desired extension of laboratory and drawing-room facilities has been possible.

The spacious building and excellent equipment are a source of pride to both teacher and pupil, yet in a progressive school there will always be improvements to look forward to. For the coming year it is hoped that provision may be made for placing in appropriate cases the museum, which for a number of years has been stored in such a manner as to make it of little service, except to the teacher. Space can now be af-

forded to display the valuable collections of birds, minerals, etc., which have been accumulating for some years in closets and inaccessible store-rooms. If the room opposite the botanical laboratory be devoted to this purpose, the value of the collections, for scientific education of pupils, will be greatly increased.

Another need strongly felt by the school is for some sort of a gymnasium. The lack of proper facilities is an almost insurmountable obstacle to the physical training of girls, for whom proper clothing and dressing rooms are a first requisite.

DISCIPLINE.

In the report of last year it was necessary to call attention to the serious detriment to good order and character training which resulted from an overcrowded school. The half-day plan and fourteen hundred pupils in a building accommodating a thousand, at its best, were fertile producers of opportunities for lax conduct. The establishment of the branch schools has eliminated all such causes of loose discipline.

For the past year teachers have worked heartily, both individually and collectively, to cultivate good manners, cultured bearing, strong character, and a love for the school.

It has been found that pupils respond readily to efforts to establish an *esprit du corps* among them, and that the feeling that they have an honorable trust in preserving the reputation of the institution, both within and outside the school, is productive of the best results.

The assistant teachers deserve praise for the enthusiastic manner in which they have aided in establishing a high moral tone throughout the school.

The evil of cigarette smoking, which every school has to contend with, has been met here by securing a voluntary promise from all boys to do no smoking at all at recess, or in the vicinity of the school at any time. This promise, so far as is known, has not been broken.

INSTRUCTION.

The school comprises an academic and a scientific course; the curriculum includes primarily "such studies as tend to make intelligent men and women and good citizens;" the academic department prepares for the academic work of college and young ladies for the work of teaching; the scientific department prepares for the scientific work of college and technical schools, and young ladies for the work of teaching.

The aim of the school is "to stimulate intellectual life and to train the mind to right methods of action."

The departmental plan of instruction is pursued, most teachers having but one branch of study.

Three courses of study outlined.

Year.	Academic.	Scientific.	Business.
First	English. History. Algebra. Latin. Physiology. Physical geog-raphy. } Lectures.	English. History. Algebra. German. Physiology. Physical geog-raphy. } Lectures.	English. Business arithmetic. Bookkeeping. Penmanship. Shorthand. <i>Type writing, or mechanical drawing or German.</i>
Second	English (half year). <i>History</i> (half year). Geometry. Latin. Physics or chemistry.	English (half year). <i>History</i> (half year). Geometry. German. Physics or chemistry.	English. Bookkeeping and business practice. Commercial law and commercial geography. Political economy. Shorthand and typewriting. <i>German or mechanical drawing.</i>
Third	<i>Trigonometry and surveying, or history.</i> Latin. English. German. <i>Botany or chemistry and mineralogy—or advanced physics.</i> <i>Political economy.</i>	<i>Trigonometry and surveying or history.</i> German. English. <i>Botany or chemistry and mineralogy—or advanced physics.</i> <i>Political economy.</i>	Pupils who took this course attended the business high school at 1016 Twelfth street N.W. Each year of this course is complete in itself.

Elective studies are printed in italics; all others are prescribed.

General exercises in composition and drawing are required in all the courses; a general exercise in music is optional.

Military and calisthenic drills will be conducted under the same regulations as during the past year.

Manual training for pupils of both sexes throughout each course is optional.

Not more than four studies may be pursued at one time.

Candidates for diplomas must pursue all the prescribed studies and at least three studies in the third year; students who, from any cause, fail to meet this requirement are enrolled as "unclassified" and can not graduate until the prescribed work is satisfactorily made up.

Pupils who desire to prepare for college can make special arrangements of their courses upon written application to the principal.

Within the past year the business department of this school has developed into an independent business school with quarters of its own and enlarged plans of instruction. This fact, together with the establishment of the branch schools at Capitol Hill and Georgetown, caused a number of changes in the curriculum of the central school.

The reduction in the number of pupils and the additional class room space allowed the introduction of Greek, the enlargement of facilities for drawing and general art work, the commencement of a very creditable physical laboratory, with laboratory work for all students in physics, an improvement in the character of the natural science work of the first year, the establishment of a museum, and a course in German literature for third-year scientific pupils.

While but a small percentage of the 300 annual graduates of the school continue their education, yet it is regarded as a matter for congratulation that the reintroduction of Greek makes it possible to prepare the thirty or thirty-five pupils who desire to enter college.

CHEMISTRY.

Number of pupils: Second year, 132; third year, 37.

The method of instruction pursued in this department may be best understood by quoting from the title-page of the laboratory manual: "To read a statement of a fact gives knowledge. To verify a fact gives training. To discover a fact gives inspiration."

Laying stress on training and inspiration, there is presented to the student a minimum of chemical theory and a maximum of laboratory practice. While the text-book facts insisted upon are as few as may be, the pupils' own experiments are made the prominent feature. The work for the beginners in chemistry occupies a full year, five hours each week—one lecture, two hours of recitation, and two of laboratory work—together with an occasional quiz or written exercise. During the year the subject of general chemistry is completed, together with a brief introduction to organic chemistry. The advanced class in chemistry has no text-book work whatever, devoting the entire time, four hours per week, except an hour's lecture or quiz, to laboratory practice. Qualitative analysis, and also a brief introduction to quantitative analysis, is completed during the first three quarters. The last quarter of the year is occupied with the study of mineralogy.

To devise experiments which can be satisfactorily performed with simple and inexpensive apparatus by forty inexperienced pupils at the same time is no slight task, especially when all experiments must be completed within the fifty-minute period. With the advanced class this task was found impossible, but the assignment of two successive hours has solved the difficulty.

Much of the time of the instructors is consumed in presenting, for the examination of students, materials which should occupy a permanent place in the laboratory in glass cases, where they can be examined at all times. The lack of satisfactory reference books for use in the laboratory is also a serious drawback.

With facilities for laboratory work, perhaps unexcelled by any high school in the country, something still remains to be desired. The lack of proper ventilation is a most serious handicap. Transoms opening into the corridor can not be used, open windows prove a serious annoyance to those occupying rooms below, and as a result there exists a constant menace to health. Ample facilities for ventilation can be provided by means of a cupola or ventilating skylight, which can be furnished at comparatively small expense.

Though a high-school laboratory can never hope to rival the work of a college or university laboratory, nevertheless its usefulness is apparent in laying the foundation for future work. No higher testimonial can be given to the value of this preliminary training than the high standing of our students in their college and university work at Harvard, Cornell, Lehigh, and elsewhere, though no pretense is made of

specially fitting students for any of these courses. At Columbian University the prize in chemistry has never been won by any others than our students, while several of our recent graduates already occupy positions of considerable responsibility as chemists.

COOKING.

Pupils from the first, second, and third year classes received instruction in cooking. The majority of them had previously received two years instruction, hence they were ready for the third year or advanced course, which comprises preserving, canning, pickling, the preparation of fancy desserts and dishes for the sick, the cleaning, dressing, and cooking of poultry and the making of soups and salads.

Some of the pupils had never received cooking lessons before; therefore, in order to make the work profitable to all, many of the dishes included in the third-year course were omitted and those of the first and second year substituted, using however other recipes than those heretofore given.

DRAWING.

The work in drawing was in many respects entirely satisfactory, the addition of one teacher to the corps aiding in this result.

Several new features were tried; a class for the benefit of candidates for the normal school was held, during school hours, to give special drill in blackboard and object drawing; this class was largely attended and found beneficial to the students.

A class for sketching from life was held after school, one day each week, and, though entirely voluntary, was well attended. Work in clay was reintroduced, but, for lack of time, was not carried so far as its great importance in impressing form and proportion makes desirable.

In the first year special class charcoal drawing in one tone of shade was introduced with the view of studying effect rather than detail and to get pupils out of the slow mechanical way in which they are apt to work.

The second-year classes went on with both charcoal and crayon drawing, working the modifications of light and shade.

In the third year the work in crayon was from casts of fruit, flowers, and busts of classic heads.

The school received a donation from a local patent attorney of a number of models of rejected patents, which were very useful as models for working drawings and free-hand sketches.

With the present teaching force, the three attractive drawing rooms, and the interest and enthusiasm shown by pupils, the prospects for improved work for the coming year are very promising. The main drawing room has been much improved and beautified. Class room 16 has been fitted up with drawing benches, affording from its north light the best possible conveniences for light and shade work. Class room

15 is used especially for clay work, though the tables designed for clay work are frequently used for drawing.

The class in painting is larger than ever before and starts with a new and promising plan of work.

ENGLISH.

Number of pupils: First year, 427; second year, 316; third year, 234; total, 977.

At the beginning of the school year 1889-'90 English was made a prescribed study for all pupils in whatever course or year.

By the adoption of this plan each pupil pursues English studies two years and a half, the course in the second year occupying only half of the year. The importance of a thorough English education made this plan imperative.

The principal aim in the English course is twofold: first, that pupils may, through constant practice in the various forms of composition, attain some fluency in the use of clear, correct, and effective language; second, that from the study of English and American literature they may acquire in addition to a knowledge of the history of literature intelligent and loving appreciation of the works of the best writers.

In the first-year class the first quarter was devoted to instruction in composition, embracing structure or outlining, and expression. The forms of composition studied, both in principle and practice, were description, narration, exposition, and comparison.

The second-quarter work in American literature, and the third and fourth quarters in English literature are found subdivided in the tabular statement below. The main part of the work in literature was the study of eight literary masterpieces selected from the works of representative authors. In the class work, secondary attention was given to the period of literature represented by each author under consideration, and to the various works of the author, while for the basis of the study of historical and biographical portions of the literatures the pupils provided themselves with the outline synopsis prepared by the head English teacher, Mr. G. J. Smith.

The special study of the work selected was directed toward implanting an appreciation of good literature and influencing for the better the pupil's own power of expression. In realizing these purposes the school library proved an efficient aid.

The second-year work covered but half of the year. The first quarter was given to a systematic study of rhetoric of a more advanced character than the work of the first year. Argumentative composition received particular attention. The second quarter was devoted to Shakesperean comedy, one play selected for special study but several others read. In the second, as well as the first year, frequent written exercises were required in which pupils were taught to apply constantly the various principles of clearness and effectiveness in composition.

We regard it as an advance in the teaching of rhetoric that almost no dependence was placed on the text-book either for guidance or for subject-matter.

The third-year course consisted of a fifteen-weeks study of logic, which was followed by five weeks study of Chaucer (except in one section which read the first two books of *Paradise Lost*), while during the last half of the year there was accomplished fairly exhaustive work in Shakespearean tragedy, the plays of *Hamlet* and *Macbeth* receiving special study.

Composition received its full share of attention in the third-year classes, numerous exercises and essays being prepared on subjects connected with the literature study.

The subjoined schedule is somewhat changed from last year's report:

Schedule of English work, 1890-'91.

Quarters.	First year.	Second year.	Third year.
First	Text-book, Clittenden's <i>Elements of Composition</i> . Simpler principles of rhetoric applied in abundant written work in descriptions, narrations, expositions, comparisons.	Text-book, A. S. Hill's <i>Principles of Rhetoric</i> , almost ignored. The subject taught inductively by the use of illustration, and by continual practice in writing. Argumentative composition the special study.	Text-book, Jevon's <i>Logic</i> . In deductive logic were discussed terms, propositions, and syllogisms, their various kinds, relations, uses, and abuses. Arguments criticized in classes. Pupils taught to invent and analyze arguments.
Second	American literature; history, chief names, brief readings. Special selections for study: (a) <i>Irving</i> . Legend of Sleepy Hollow. (b) <i>Longfellow</i> . Evangeline. (c) <i>Lowell</i> . Vision of Sir Launfal.	Study of Shakespearean comedy. Play selected for special study, class-reading, criticism, etc., <i>Merchant of Venice</i> ; written composition work required in this connection. Others of Shakespeare's comedies read as collateral work. Attention also given to the Elizabethan period in general.	Study of inductive logic followed. Methods of scientific investigation and verification. Last five weeks of second quarter given to Chaucer's Prologue and his <i>Nonne Prestes Tale</i> , (except in the Milton section).
Third	Reading of masterpieces of English literature, with work on contemporary literature. In expensive editions from various sources used in class work. (a) <i>Tennyson</i> . Elaine. (b) <i>Dickens</i> . Old Curiosity Shop. (c) <i>Macaulay</i> . Essay on Warren Hastings. (d) <i>Coleridge</i> . The Ancient Mariner. (e) <i>Goldsmith</i> . She Stoops to Conquer.	[In the second half year another set of pupils took the same work as above.]	<i>Hamlet</i> , with a thorough study of Shakespearean tragedy and of the Elizabethan literature and times, followed in the fourth quarter by <i>Macbeth</i> . In both quarters collateral reading of other tragedies and romances was carried on. Advanced written work developed throughout the year.
Fourth	Written work all the year.		

GERMAN.

Number of pupils: First year, 177; second year, 145; third year, 180; total, 502.

During the year 1890-'91, as in former years, the number of high-school pupils studying German has increased, a fact which proves be-

yond a doubt that students appreciate more and more the advantages which the study of German affords.

In answer to those who ask why German is made such a prominent feature in the course, it might be said that the advantages of this study are based first on the relation of German to English, a kinship which, being fundamental, not secondary or derived as in the case of French or Latin or Greek, naturally pertains to the most elementary and indispensable part of our own language; the whole groundwork of English is Germanic in origin, and so far as grammatical form remains, Germanic in form. Another reason for the study of German is found in the increasing German population of this country, whose presence converts the knowledge of German into ready money, not only in the learned professions, but in almost every trade. Another point of the greatest importance is the acknowledged fact that Germany has now become the schoolmistress of the world, the result being that German thought, German methods, German theories, are more and more impressing themselves upon education, science, theology, and social and political life, so that without the knowledge of German no man is fully equipped either to appreciate or to combat them.

What of German literature and its importance to the individual, to a people, to mankind? "No man," says Prof. Edward S. Joynes, the eminent American scholar, in his famous lecture on the study of German, "no man who feels the need of literature, whether for instruction, or for inspiration, for use, even for delight alone, can afford to be ignorant of German."

In the class room the natural method of teaching has been employed since the introduction of German as a study in the curriculum in the fall of 1882. As a rule, German is spoken from the very beginning and grammatical studies are also carried on in the language proper, although the use of English is not banished, translations from German into English, and *vice versa*, being made whenever necessary. Besides this, reading, writing, and speaking German, as well as original composition, are practiced. Dr. Wilhelm Bernhardt's series of German text-books have been used with satisfaction.

The scientific classes take a three years' course, studying in the first year (five hours weekly) Volume I of Dr. Bernhardt's Sprach-und-Lesebuch, which familiarizes them with descriptive German. In the second year (four hours weekly) Volume II is employed (narrative style of the language), and original German texts read (as Immensee and Im Zwieliht), in connection with which systematically arranged oral and written translations are carried on. The third-year course (four hours weekly) embraces a review of the whole grammar, translation from English into German, and reading more advanced German texts, viz: Hodge's Course in Scientific German in the boys' classes, while the girls take up the reading of some of the masterpieces of German litera-

ature, *e. g.*, Schiller's *Wilhelm Tell* and Goethe's *Herman und Dorothea*.

A new feature in the third-year scientific classes is the weekly German lectures, inaugurated in the fall of 1890, consisting of a half hour's talk in German by Dr. Bernhardt on the history of German literature, after which the pupils themselves, under the guidance of Mrs. Hoegelsberger, render a short program consisting of translations, recitations, and songs.

The academic classes (five hours weekly), with a one-year's course, go over the whole ground of the first and second years' scientific sections, which is sufficient for entrance to college.

GREEK.

During the fall of 1890 Greek was introduced again into the high school work, as an elective for the third year class. By means of hard work during the following summer a number of the boys of this class succeeded in entering the classical course at college in the fall. During the coming year the Greek elective will be opened to both second and third year classes, both, of course, doing the work of beginners. The second-year class will be able to accomplish a large part of the work required for admission to college before graduating.

The text-books used are White's *First Lessons in Greek*, Goodwin's *Greek Grammar*, and Goodwin's *Xenophon's Anabasis* (latest edition). The time given is four recitations a week for the second year; five recitations for the third year.

HISTORY.

Number of pupils: First year, 305; second year, 115; third year, 35; total, 453.

First-year class: During the summer of 1890 the use of Fyffe's *Primer of Greek History* and Creighton's *Primer of Roman History* was discontinued, and in their stead were introduced Myer's *History of the Eastern Nations and Greece* and Allen's *History of the Roman people*.

The work of the year based on the new books was most satisfactory. The subjects are fully treated in the texts; hence the trouble of preceding years, due to lack of sufficient library facilities in case of references to outside works, was wholly avoided. The pupils were more easily interested by the fuller presentation of the subjects and worked with marked enthusiasm. The course covered a much wider field than that of previous years, in taking up the history of eastern nations preparatory to the study of the history of Greece, but this introduction bore profitable fruit in the fuller appreciation of the history of the latter country and the character of its institutions.

The year was about evenly divided between the two books.

English History.—This branch of study has been pursued as an elective by pupils of the second-year class. Thompson's *Outline of En-*

English History has been the text-book. Satisfactory progress has been made, when the limited time is taken into consideration, but the importance of the subject demands both more time and that it be prescribed for all pupils.

Third-year class: The third-year class began its work in the newly introduced text-book, Myer's General History, which had been substituted for Freeman's General Sketch, the latter having been in use in the school during the last six years. As in the case of the first-year class, there was less need of direct reference to outside works as a complement to the text-book.

The reference work was thus more general in its character and allowed a fuller reading on topics which might at the time interest the pupil. General class discussions of the most important topics were encouraged, and much of the time was employed in debating questions which such discussion brought out. In this way as all the individual views were given the opinions formed usually proved broad and fair.

The class worked at the subject in a very thorough and profitable manner.

The need of enlarging our library facilities in the line of historical and biographical work, which shall tend to develop the patriotic spirit of our boys and girls, is again urged.

LATIN.

Number of pupils taking Latin: first year, 262; second year, 197; third year, 124.

The amount of Latin read in the course has been diminished somewhat within the past few years. Only three orations of Cicero are now read instead of four or five, and only four books of Virgil instead of six. At the same time the study of Latin composition has been introduced. These changes have been effected in order to make the course more thorough and of greater educational value in itself. But there is a constantly increasing number of pupils preparing for college, who desire to read more Latin than is included in the present course. To meet the needs of such pupils a class for advanced work in Latin has been formed.

One lecture was given during the year to third-year pupils; while interest in the work was also increased by a program of Latin recitations, songs, tableaux from Virgil and essays on Roman customs given by one of the third-year sections.

MATHEMATICS.

Number of pupils, 800; first year, algebra, 417; second year, geometry, 311; third year, solid geometry and surveying, 72.

Wentworth's New School Algebra has proved a decided improvement over the old book, and in the hands of earnest teachers has helped to make the work of the year better than that of the year before.

The aim in teaching geometry has been to bring into prominence the completeness of the chain of reasoning, considered as a course of logic, as well as to demonstrate a scientific method of treatment, so far as arrangement and development of ideas are concerned. With this end in view the method of solving "originals" has been of a twofold character. First, the effort has been made to have the originals deduced the one from the other logically; secondly, any individual proof whatever, however detached, has been asked for and an effort made to show its logical sequence either in the book theorems or the "originals." As many proofs of the same theorem as possible are secured in order that the scientific connection between all these proofs may be pointed out.

In trigonometry and surveying, in addition to the text-book work, many pieces of engineering work were gone over in the class in a general way and numerous diagrams and charts were shown and commented upon. Among these were charts of San Francisco and harbor approach, New York and harbor approach, West Point and surroundings, the topography of Mount Desert, profile and section, and a series of maps and charts illustrating the quicksilver deposits of Arizona.

Owing to the limited time at the disposal of the class, no outside work with the instruments was done during the school year, but a party was formed and numerous problems worked out during the fortnight following the close of school, the most important of which was a survey for area, plot and depth of the projected reservoir lying beyond Le Droit Park. The results were most gratifying.

Attention is called to the fact that a mathematical "seminary" was formed among the teachers last year for advanced mathematical work, consultation, mutual help and discussion of the best methods of teaching, the results of which were at once apparent in the impetus given to the mathematical work of the school.

MUSIC.

The classes met regularly, one hour a week, from the middle of November. First-year pupils attended one class, second and third year another, but the condition of each class was about the same. The material was exceedingly uneven. There were a few pupils far advanced in the study of music as the result of private instruction. There were others, probably entering the high school from other cities or from private institutions, who were not only totally unfamiliar with musical notation, but who apparently had never used their voices before. The great majority, however, were not prepared for legitimate high-school work, sang with closed mouths in loud, harsh tones, and were unable to read a simple piece of music in unison at sight, much less to render it in good form.

In consequence the attempt had to be made to crowd the work of eight or nine years into one, and to form in that short time correct habits of singing which should have been the growth of years.

As in all cases of forcing, the results were small compared to a right standard, only being saved from insignificance by the earnest interest and hearty coöperation of the pupils.

When pupils enter the high school they should be able to read at sight, in smooth round tones, such music as is presented to them. In this school attention should be given to the development of expression and to the finer points of execution, so that the music may be rendered with intelligence and feeling.

Besides singing the music in the singing books, the pupils should be given a broader general knowledge of musical literature by singing many simple compositions and, whenever it can be brought about, by hearing fine music rendered by finished musicians.

The work could be done to better advantage were there more classes, at least one for each year, so that the work might be graded.

NATURAL SCIENCE.

Number of pupils: First year, 423; third year, 97; total, 520.

The work of this department comprises botany, an elective for third-year students and general work in the elements of natural science, required of all first-year students. Both courses continue throughout the year. The first occupies each student five hours a week, the second one hour.

The usual work in botany has been carried on this year with the advantage of the use of increased stores of fruit and other dried parts of plants, used for work from objects in winter. The department has been favored by the Division of Pomology (Agricultural Department) with the use of a number of tropical fruits; by the Superintendent of Public Grounds with the use of a selection of growing plants from warm climates, of economic value; by the Fish Commission with aquarium material, a number of living fresh-water fishes, snails and tadpoles included, besides the water plants directly appropriate to botanical study.

Students in botany have prepared, in addition to the regular work, a large number of illustrative charts, each 20 by 24 inches, including a series of seventy-five large crayon drawings of fruits, about fifteen large crayon pictures of remarkable trees, twelve colored chalk pictures of foreign plants, and about twenty water colors representing others, chiefly plants of world-wide celebrity but seldom seen in this country; in all about one hundred and thirty charts.

The botany course has also been more thoroughly developed than during any previous year, especially by continued exercise in drawing from nature, almost all forms of fruit capsules, seeds, etc., having been provided for the students' use by the teacher's collections. To supply this material requires much time and forethought; about one hundred specimens of each kind studied being needed to enable each student to work from the object; while a large supply of boxes and a special place

for their storage is also required, for which purpose a large cupboard in the smaller laboratory was designed and proves well fitted. It is necessary to collect new specimens each fall, as a large part of the specimens used are destroyed by the handling inseparable from their most effective use. The advantages of this method of work are very great, securing actual knowledge of the object, continued training in accurate observation of nature, and practice in representing the round surfaces of nature, rather than copying the flat surfaces of pictures. Similar work from flowers and in description of the fresh plants studied throughout the fall and spring has always been an essential part of the course; the foregoing work in fruits is regarded as the proper application of the same principle to the work of the winter, giving ample returns for the increased time now required for collection, assorting, and storage of specimens used.

MANUAL TRAINING.

Number of pupils: first year, 108; second year, 44; third year, 30; time, two hours a week. The plan followed in the high school manual training work is to supplement the course of joint-making, carpentry, and cabinet-making of the seventh and eighth grades of the grammar schools by a course of drafting and wood-turning in the first year; iron and steel turning, forging, and drafting in the second year; chipping and filing, machine construction, and drafting in the third year.

In the beginning of the work in this school the fact was recognized that drafting should receive careful consideration; however important it is that the student should construct from drawings, it is yet more desirable that he be able to make the drawings, for the logical order and educational sequence is, first, the conception of the form; second, the planning and drawing, and then construction or materialization of the thought. Each year has seen an advance in this line, and last year it was possible to give the drafting of the first year course its full time and attention. The substantial results obtained were very encouraging. The boys were carefully grounded in the principles of lettering and of working drawings, while tracing and blue printing made the course complete.

No abstract work or geometrical problems were taken up, except incidentally, but the work was confined strictly to practical shop drawings, thus binding together closely the work of the drawing room and the shops. It will now be possible properly to systematize the drafting of the second-year course, and later that of the third year.

In the wood-turning laboratory more and better work was accomplished than ever before. The facilities here were largely increased by the addition of six new lathes of superior design and manufacture.

By the re-arrangement of the forging laboratory, and the substitution of new and modern forges in place of the old ones, the possibilities of this department were much increased.

The change of instructors made as little interruption as could have been expected, and, in the end, the work suffered no loss.

The equipment of the machine-tool laboratory was increased by the purchase of a new metal planer and a new upright drill, both high-grade machines of practical capacity.

Exhibits of the products of the three courses were sent to the Manual Training Conference at Boston, in April, and in comparison with the work of older and more practiced students of special manual training schools, received favorable attention and praise.

The success of this branch is manifest on all sides, and perhaps most of all in the earnestness and vigor with which it is pursued. Owing to the limited amount of time spent on the laboratories by each pupil, it is necessary to illustrate by as few exercises as possible the fundamental principles and methods of manipulation, though thereby making impossible the production of many pieces for show. Nevertheless, as those who were interested in the work and visited the school during the exhibit held at the close of the year can testify, the many fine pieces shown deserved the highest commendation.

PHYSICS.

Number of pupils: second year, 187; third year, 18; total, 205.

In physics four periods per week were assigned, allotted as follows: one hour for laboratory work, one for lecture, and two for recitation in class-room.

For laboratory work the sections were arranged in divisions ranging in size from 15 to 18 pupils. Laboratory teaching, necessarily limited to experiments outlined in the text-books, gave the pupils as a result, careful training in manipulation and observation.

The inductive method of laboratory teaching is regarded as an ideal to be attained as soon as possible. At present it is impracticable to pursue this plan entirely, on account of lack of time, space, and teaching force.

Toward this ideal we are gradually drawing. In the meantime the laboratory is used largely for illustration of the principles of physics after a more or less quantitative manner and to furnish conceptions of the ideas of the book, through the senses.

In the purchase of apparatus and the fitting up of the laboratory, this idea has been kept steadily in mind; as a consequence it is possible to assign pupils certain experiments in which the directions for performing are given, while the observations are made and recorded by the pupils themselves. The conclusions drawn are deduced solely from knowledge previously acquired and from the facts observed in the experiment.

Pupils were required to perform certain simple experiments at their homes, and assistance was given to those desiring to make apparatus of their own.

For lecture purposes many sections were united. In this hour the experiments which pupils were expected subsequently to perform in the laboratory, were usually explained, directions given for their performance, and attention called to the measurements which were to be made.

The second-year class completed Gage's *Elements of Physics* as far as the subject of Sound, except certain portions which were regarded as too difficult.

For the third-year class five recitations per week were assigned. Three of these were devoted to recitations and two, to work in the laboratory, which consisted of experiments from the text-book, Harvard pamphlet, and other practical physics. The experiments were somewhat more difficult than those of the second-year class, and more careful measurements were expected.

The subject of light was followed by Lodge's *Elements of Mechanics* and Sylvanus Thompson's *Elementary Lessons in Electricity and Magnetism*. Boys taking this course were prepared for entrance to those colleges where physics is prescribed for entrance.

During the year, Mr. H. C. Steinberg presented to the physics department an air pump, calorimeter, graduated tubes, and other pieces of apparatus formerly the property of Prof. Walter R. Johnson of Pennsylvania College. This opportunity is taken to return thanks to him for his kindness.

Daily weather maps were received from the War Department, which were regularly consulted by the pupils some of whom kept in notebooks the predicted and actual condition of the weather.

POLITICAL ECONOMY AND CIVIL GOVERNMENT.

The year, to the middle of the third quarter, was occupied with the subject of political economy, which was pursued in the same manner as during the preceding year.

The class then took up the study of Fiske's *Civil Government in the United States* and continued that subject until the close of the fourth quarter. Attention was chiefly drawn to the subjects of local and State governments, in the line of their historical development. The class, composed of both sexes, was organized into a "town meeting," electing the several officers required from their own number and conducting their meetings in a manner which showed the use to which these assemblies are put, in actual practice. All questions which would come before such a body, were presented in due form, discussed and decided upon with as much earnestness and decorum as would be found in a New England town meeting.

PHYSICAL TRAINING.

Physical training for boys has not been a serious problem; the cadet drill, manual training, the various baseball and football clubs, and a

natural instinct for exercise on the playground, have brought ample opportunity to the majority of this portion of the school for constant healthful exercise.

A small gymnasium was fitted up in the basement, through funds contributed mainly by members of the third-year class. Systematized class work was done here during the winter by the members of the club.

The provision of a stimulus for physical training for girls and the means for carrying out the desire for such work is a problem which as yet has received no adequate solution. Calisthenic classes, as a part of the regular work of the school, and volunteer drill clubs, practicing after school hours, have been tried and proved failures. At the present time, beyond a few breathing exercises, with which recitations are now and then opened, this very necessary development of girls is unprovided for. It is consequently suggested that a health teacher be added to the corps of special teachers for the high schools.

SCHOLARSHIPS.

The college scholarships possessed by the school, some of which are allotted by competitive examination, and others for superior rank throughout the course, were awarded as follows:

The Columbian University scholarship to Miss Addie E. Maguire, who attained the highest percentage for the three years' course; the National Medical scholarship to Miss Bertha E. Moore, whose standing for the three years was the highest of any of the applicants; the Dickinson College scholarship to Miss Rosa C. Stutz, she having the best record for the three years' course; the Georgetown Medical College scholarship to Miss Mary E. Drown, but as the college is open only to men the scholarship was afterward awarded to Mr. Clark I. Wertenbaker, who had the highest record of the applicants among the boys.

CHANGES IN TEACHERS.

Miss Helen M. Hayes returned to the school after a year's absence, spent in foreign travel and study.

Miss Dela P. Mussey was made assistant drawing teacher, vice Miss L. K. Husted, resigned.

Miss A. A. McKnew was added to the corps of drawing teachers.

Mr. L. B. Mullen was appointed teacher of mathematics; Mr. E. D. Sherburne teacher of Latin; Miss S. P. Breckinridge, who was granted a year's leave of absence (1890-91), resigned within the year.

CONTINGENT FUND.

As will be seen from the statement of expenses, the school is overburdened in providing for contingent wants that are not paid for out of the contingent fund for schools of the District appropriation.

That this burden is thrown on the management of the school is due

not to any desire to hamper its complete and satisfactory appointment on the part of the school authorities, who have dealt with the institution within the limits of possibility with generous hand, but to the inadequate character of the appropriation.

The development of the library is at a standstill. No new books can be purchased, except with the very small fund from concerts, and many worn books are thrown away that would last through some years of service were it not imperative to economize in binders' bills.

The amount of money necessary beyond what is now allotted to the needs of the school is but a paltry sum, yet the lack of it means serious inconvenience, limitations to the best work, and interference with the proper routine of study by the interruptions of concerts.

The following extract shows an appreciation of the necessity for more money. Its importance is increased with the *accumulation* of things demanding expenditure that it has been impossible to meet in the past:

At present the fund is annually diminished by the payment of insurance premiums upon all the school buildings of the District, gas bills, printing, and other incidentals, necessary, it is true, but so consuming the fund that the real contingent educational needs of the schools can not be supplied. The reports of the supervising principals show conclusively the value of more libraries and reference books in the various school buildings. In all the schools music is taught, and at least one piano in each building is almost an indispensable necessity. The library at the High School, the educational value of which is abundantly apparent from all the annual reports coming from that institution, sadly needs replenishing and enlargement, and in various other particulars the highest educational results call for expenditures from the contingent fund which that fund has heretofore been wholly inadequate to meet.

Various attempts have been made in the schools to supply books, pianos, and other needed paraphernalia by means of contributions solicited by the children, through the aid of entertainments, luncheons, and like measures, all of which to the board seemed wrong in principle and prejudicial both to pupils and the cause of education, but which, though the board has been unable to sanction them, they have felt nevertheless equally unable wholly to prohibit, in view of the urgency of the needs which they were intended to supply. We now submit the matter to your honorable board, and through you to Congress, in the hope that such action will be taken as will supply our schools with the needed appointments without converting the children of our community into canvassing agents.

The above statements are from the report of 1889-90. It is a regrettable necessity to prolong the complaint that has been made from year to year. The contingent expense of the school should be no part of the teacher's problem, yet each year vital needs of the school must be supplied by the petty financiering of teacher and pupil, or vital necessities dispensed with altogether.

The amount of money needed by this school in addition to the sum allotted to its needs from the present appropriations is small, so small that if added to the amount appropriated for the contingent expenses of schools in the District appropriations it would hardly be noticed, yet in order to secure this paltry sum by way of concerts, lunches, and canvassing, extraordinary effort is demanded at the cost of interference with the educational work of the school and some sacrifice of the dignity of the institution.

Without doubt, looking at the question comprehensively, from the point of view of the whole school system, a few thousand dollars added to the present \$30,000 appropriated would cover all the necessities, to meet which teachers are now showmen and scholars solicitors.

During the past year the school has been obliged to saddle itself with a debt of about \$500 in order to meet current expenses and secure a new piano, which it has so long needed. This debt can not be liquidated in less than three years, placing the small school fund which it is possible to raise in an embarrassed condition. In the mean time the development of the library must cease entirely unless aid can be given from the District appropriation.

EXPENSES.

Balance on hand September 1, 1890.....	\$39.31
Receipts during the year.....	449.62
Total	488.93
Expenditures	547.25
Balance due	58.32
Debt incurred for the piano	425.00
Total indebtedness September 1, 1891.....	483.32

BATTALION.

April 29, in the parade in honor of the visitors to the Patent Centennial, the cadets were greatly praised not only for the large number of cadets participating, but also for their excellent marching and general appearance.

The battalion held its competitive company drill in Lincoln Hall on Friday evening, May 29; the judges were Capt. Constantine Chase, Lieut. Archibald Campbell, and Lieut. H. D. Todd, jr., all of the Third Artillery, U. S. Army.

The excellent training and precision of the cadets, were due to the efforts of Capt. Burton R. Ross, military instructor, whose untiring efforts to bring their proficiency up to a high standard have met with remarkable success.

The battalion gave the usual annual drill and dress parade in front of the Arlington, June 12, winning many plaudits from the thousands of spectators present.

LECTURES.

November 25, Dr. King spoke to second and third year pupils upon the topic "Institutions under which We Live."

December 9, Postmaster-General Wanamaker talked to all the pupils of the school. Hon. J. J. Hemphill and Bishop Hurst also gave short talks.

January 30, Prof. J. W. Chickering lectured to the pupils of the first year class on "The Land of Evangeline."

A course of German and French lectures was given, alternating the subjects of the lecturers, each week for eight weeks. The course by Dr. Wilhelm Bernhardt was on Goethe's works, with especial reference to his lyric and epic poems; that of Prof. Camille Fontaine was upon "Eminent French Leaders."

Capt. E. C. Hore spoke to the second and third year pupils on March 10, on his work in the "Heart of Africa."

May 18, Dr. J. O. Kellogg, of Battle Creek, lectured to all the girls of the school on the care of the body.

May 28, Mr. W. A. Croffutt lectured on the labor question; subject, "Good Time Coming."

June 4, Justice Harlan, of the United States Supreme Court, gave the third year pupils an interesting talk on "The Life of Lincoln."

ENTERTAINMENT.

May 16, a musical entertainment was given in the school hall for the purpose of raising money with which to purchase a new piano; about \$200 was the result. The piano was secured by exchanging the old instrument, making a payment of this amount of cash, and incurring a debt of \$400, yet to be met by the efforts of the school.

LIBRARY.

About the middle of October, after the customary "instructions," the library was opened to the school. The year following was undoubtedly a successful one in many respects, yet it could by no means be called a prosperous one, inasmuch as no new books were purchased and very little could be done in the way of adding to the furnishings and general attractiveness of the room.

At the beginning of the year \$100 worth of rebinding was done "on requisition;" subsequently through the efforts of one of our energetic teachers there was established what is known as a "reading-room association," the funds of which placed in the library fourteen standard magazines. By means of the system of library fines about \$30 were realized, a portion of which was expended in building a small closet in the librarian's office and in the purchase of a bust of Washington Irving.

For years the library has had no regular income except from fines, and, although for four years past an annual appropriation of \$500 has been asked, we have as yet received nothing but the cost of rebinding a few books each year. This can not go on much longer; many of our books are too old to bear further rebinding and must soon be cast aside as useless. A number of standard sets are broken, some of the volumes having been literally read to pieces.

We are in urgent need of a larger cabinet of Woodruff file holders than the one now in service, to accommodate the pamphlet library, which

for two years has been at a standstill for lack of space in which to grow; half a dozen dictionary stands, to save the wear and tear of large reference books, which are handled constantly; and many things in the way of library furnishings which are necessities, yet which, owing to a lack of means, we have been unable to procure.

Our reading-room association, drawing its funds from an annual picnic, is by no means a permanent institution, and should this fund be exhausted we should be entirely at loss for the excellent periodical literature which is so largely depended upon by both teachers and pupils. It seems inadvisable and impractical to tax the energies of teachers and private individuals to maintain a library which has long been the pride of the schools of Washington, and yet there seems no remedy unless we receive financial aid from the source from which it should properly come. Once more, then, it is asked that our request for money shall receive serious consideration.

RHETORICAL EXERCISES.

The rhetorical exercises, which occurred at intervals, were looked forward to with pleasure by the pupils. The musical and literary talent of the school was given an opportunity to display itself, and scenes from the plays of Shakespeare, studied by the English classes, were sometimes represented.

November 25, a musical program was rendered as an entertainment before the Thanksgiving holidays.

December 22, exercises were held in the hall, at which an attractive program was rendered. As a result of the Christmas feeling, stimulated by these exercises, pupils generously contributed about \$50 for the poor and sick of Georgetown where diphtheria was prevalent.

Other entertainments by the pupils, were given March 26, May 1, and June 15.

CONCLUSION.

In conclusion, I wish to express appreciation of the many kindnesses of the superintendent, and of the chairman of the High and Normal School committee, Mr. R. H. Thayer, and to thank them for much assistance.

Very respectfully,

F. R. LANE.

Mr. W. B. POWELL.

EASTERN HIGH SCHOOL.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I have the honor to submit the following brief report upon the work of the Eastern High School for the year ending June 30th, 1891.

Number and attendance of pupils.

Admitted at beginning of the year	158
Admitted subsequently	31
Withdrawals	63
On rolls at close of year	126
Whole number enrolled, boys 79; girls 110	189
Average number enrolled	158
Average number in daily attendance	144
Percentage of attendance	95
Average age of pupils, years	15.4
Number of pupils in academic course	117
Number of pupils in scientific course	72

This school was established by action of the board of trustees June 10, 1890, to relieve the crowded condition of the Washington high school and to provide more accessible high-school facilities for east Washington. It was placed upon a permanent and independent basis by the provision in the District of Columbia appropriation bill approved March 3, 1891, for a new and commodious building to be erected for its use. The Peabody building, corner of Fifth street and Stanton Place, northeast, was designated by the board for the temporary use of the school.

Here the school was formally opened on September 22, 1890, with a membership of 158 pupils, all in the first-year class. These pupils came principally from the eighth-grade schools of the third division and from the Gales and Arthur schools of the second division. This number was subsequently increased to 189.

The six rooms on the third floor of the Peabody building and one room on the second floor were in constant use throughout the year. In addition to these the gymnasium hall on the fourth floor was used for general assembling, music, and drill. As a temporary expedient, this building has proved admirably fitted for the simple requirements of the first-year work. With some slight changes, which have been suggested to you, and by utilizing hall and corridor space for recitation rooms, the present accommodations can be adapted to the additional requirements of second-year work for a few months without seriously impeding the progress of the pupils.

The general plan of work in first-year subjects was substantially the same as that followed in the central high school. A few special points, however, with respect to plan, method, or results, deserve more particular mention.

ENGLISH.

Four hours per week, instead of three, were allotted to first-year English, on the consideration that good English is the prime element of practical scholarship. The results already apparent justify the wisdom of the course. The additional time has permitted rigorous inspection and constant direction of individual work. One hour per week was usually given to what has been called, for want of a better term, a "normal exercise," in which pupils wrote in accordance with directions then given, and in which the details of blocking out, filling in, and finishing a composition were performed in class under the eye of the teacher. Outside the English class-room, also, it has been the aim to cultivate good English in every recitation, on whatever subject.

In the work in literature, each selection was studied with respect to the plot, the purpose, the characters (singly and in comparison), the author and the style. The reading of the selections was placed in as pleasing a light as possible, with the aim of presenting each work as something to be appreciated and enjoyed, rather than as a book for laborious study.

HISTORY.

Three hours a week were given to ancient history, Grecian history occupying the first half of the year and Roman history the latter half. It was found impossible to do justice to the history both of the eastern nations and of Greece in the first half year, and therefore the eastern nations were somewhat summarily disposed of in three weeks of reading and lectures. Selections were read during the year from translations of the works of all the prominent writers mentioned in the text. Original investigation was stimulated by the assignment of special topics to particular pupils. Occasional debates upon such subjects as "The institutions of Athens and of Sparta," "The characters of Pericles and Themistocles," and "The justice and injustice of the Peloponnesian war," proved a valuable feature of the course.

ALGEBRA.

"Wentworth's School Algebra" was substituted at the beginning of the year for the "Elements." The work accomplished with the new text-book was more satisfactory than that with the old one.

DRAWING.

The instruction in drawing was much hampered by want of space, but the regular work was satisfactorily accomplished, while the special classes made unusual advancement.

GERMAN.

The work in this department was under the general supervision of Dr. W. Bernhardt, whose frequent visits to the classes were occasions of inspiration and delight. His well-known "natural" method was used with most satisfactory results.

LATIN.

In this subject the classes accomplished the usual work in the beginner's Latin book and read thirty chapters of Cæsar. The mastery of such important grammatical subjects as the "sequence of tenses" and "conditional sentences" was given especial attention.

NATURAL SCIENCE.

The lectures given to first-year pupils in physiology, physical geography and geology, while excellent in themselves, are not productive of satisfactory results. Only one hour a week can be devoted to this subject, which is given alternately to the lecture and the quiz. The lecture method in most of its features is not suited to pupils so young. It is desirable that such a readjustment of the course of study be made as will afford, at least to pupils in the scientific course, that regular instruction in this important branch which they receive in other branches. The scope of such instruction should be so defined that it will supplement the scientific work of the lower grades without break or needless reiteration, and will also lead up naturally to the related subjects of the high-school course.

PHYSICAL AND MILITARY TRAINING.

A ten-minute space for physical exercise was interposed between the second and third recitation hours in the daily programme. A class in dumbbells and one in Indian clubs, among the boys, were conducted out of school hours by Mr. S. E. Kramer, instructor in English. A girls' class in Delsarte calisthenics also attained good results under the direction of Miss E. E. Garrigues, instructor in Latin.

The military drill for the boys proved one of the most valuable accessories of the school. Aside from its physical benefits it developed self-control and the habit of prompt obedience, together with that instinct of uniformity of action which plays so large a part in discipline. At the same time it created a considerable share of the *esprit de corps* of the school. Only one boy who was in the drill withdrew from school during the year. He will return next year.

Forty-six boys entered the drill. Receiving but little encouragement to hope for a place in the High School Battalion, they were, nevertheless, organized into a company in October and active steps were taken to secure equipments. A temporary grant of arms was obtained in

December through the influence of the District Commissioners and the Secretary of War. In January the company became a part of the High School Battalion and in May achieved the creditable distinction of winning the prize flag in the competitive drill of the six companies. I desire to record our indebtedness to the gentlemen mentioned for their active interest, and also to acknowledge the kindness of other officials at the War Department. Special thanks are due to the chairmen of the military committees of the Senate and House, whose earnest efforts secured from Congress at its late session a resolution granting to the Secretary of War permanent authority for the issue of military equipments to the high schools of the District. I take pleasure in expressing my appreciation of the generous and effective service rendered in training the company at this school by Capt. B. R. Ross, military instructor.

LIBRARY.

To the small nucleus of a reference library, provided for the school at the start, a number of volumes have been added, partly from the proceeds of entertainments and partly by gifts or loans. The entire number of books in our cases does not exceed 350. The immediate and imperative need is a library of standard fiction. As Dr. Lane says in a recent report, "The school library is the English teacher's laboratory." With so scanty a stock of materials for practice it is impossible to teach pupils to appreciate and use good literature. School entertainments are a slow, laborious, and questionable expedient for securing a library. It is hoped that by the beginning of another year the school will be furnished with a good working library by direct appropriation.

DISCIPLINE.

The maintenance of discipline during the year was not difficult. The pupils as a rule were enthusiastic in their devotion to the interests of the school. A large share of this spirit is due to the cordial coöperation of the teachers and to their active individual interest in the pupils under their charge. The unselfish zeal of the teachers in hours and out of hours to promote the welfare, progress, and happiness of the pupils was equaled only by the faithfulness and efficiency of their regular work in the class-room.

LECTURES AND ENTERTAINMENTS.

The last hour on Friday afternoon was usually given to listening either to some able speaker or to a rhetorical and musical programme.

The address to the pupils on closing day was delivered by the Rev. G. H. Corey, D. D., his subject being "A well-drilled Man."

During the year the following addresses were given to the pupils in the hall of the Peabody Building on Friday afternoons:

October 17, Mr. W. F. Rogers, examiner in the Patent Office, on "Inventions."

October 31, Bishop John H. Vincent, of the Methodist Episcopal Church, on "Chautauqua and Chautauqua Ideas."

November 21, Mr. B. H. Warner, on "The Comparative Advantages of Young People in Europe and America."

January 9, Mrs. J. Ellen Foster, of Iowa, on "Stimulants and Narcotics."

January 16, Dr. Daniel Dorchester, superintendent of Indian schools, and Principal Backus, of the Indian Industrial School at Genoa, Nebr., on the then recent Indian outbreak.

March 6, Maj. C. E. Dutton, on "The Hawaiian Islands."

March 13, Capt. Edward C. Hore, of England, on "Lake Tanganyika and the Heart of Africa," illustrated with maps and pictures.

March 20, Dr. Otis T. Mason, on "The Patent Centennial."

April 10, Prof. G. S. Fellows, on "Chemistry and the Chemical Course in the High School."

May 1, Dr. L. R. Klemm, of the Bureau of Education, on "History and Geography, the Siamese Twins."

Two evening entertainments, having for their object the raising of money for the library, were given in the hall of the Peabody Building, one on December 23 and one on May 8. Both were eminently successful.

CONCLUSION.

It gives me pleasure to acknowledge the constant courtesy of Dr. F. R. Lane, principal of the Central High School, whose experienced counsels have been of invaluable aid in the organization and conduct of the new school. To his sketches and suggestions are also due many of the superior features of the new building now in course of erection for the accommodation of this school. It is but fitting, also, that I should bear witness to the cordial relations which have existed throughout the year between this school and the principal of the Third division.

In conclusion, I desire to thank you, and through you the members of the high school committee of the board of trustees, for unfailing helpfulness and courtesy.

Very respectfully,

C. M. LACEY SITES,
Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

WESTERN HIGH SCHOOL.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I have the honor to submit herewith the first annual report of the Western High School for the year ending June 30, 1890:

Numbers and attendance.

Months.	Percentage of attendance.	Average number of pupils enrolled.	Average attendance.
September	98.3	52.8	52.0
October	96.5	59.8	57.5
November	94.5	57.2	54.2
December	93.4	56.5	52.8
January	92.7	57.4	53.2
February	88.9	55.5	51.5
March	90.3	57.3	52.0
April	92.0	55.2	50.8
May	92.5	48.2	48.1
June	96.2	53.0	51.8

Number of pupils.

Admitted at the beginning of the year	54.0
Subsequently admitted	10.0
Of withdrawals	10.0
At close of the year	54.0
Whole number enrolled (girls, 47; boys, 17)	64.0
Average number enrolled	56.0
Average number in daily attendance	53.0
Percentage of attendance	93.4

The Western High School began its career with an enrollment of 54 students, which number increased during the first month to 64, but in the course of the year dropped down again to the original number.

On account of the smallness of the school it was deemed advisable to transfer Miss Orr, who had been engaged to do the history and English work, to the Central High School. This was to us a matter of sincere regret, as it precluded the possibility of our working in special lines, and made it necessary for each teacher to carry a diversity of subjects. However, every effort has been made to maintain a high degree of excellence in each department, and, in spite of the smallness of the school and the limited teaching force the work was undertaken with enthusiasm and carried on, we believe, with no small measure of success.

For assembly purposes we have had the use of the room familiarly known as "Curtis Hall," and in addition, two recitation rooms on the same floor. Our quarters have been pleasant and attractive, and, barring the objection of the stairs, we would feel the greatest regret at

leaving them, and we hope that the Curtis building may continue to be the home of the Western High School.

It seems hardly necessary to outline the various lines of work and methods of instruction therein, as in every department we have aimed to carry on the work in lines parallel with those of the Central High School, to the end that the students might feel that they were getting the course, and, as far as possible, the same drill and class-room experience that they would have had in the larger school.

In brief, we would say that we have pursued the natural method in the study of German, giving the students abundant opportunity for conversation in the foreign tongue. In the subject of history we have aimed to teach rather its philosophy than the mere facts and dates. In Latin, our aim has been to make the work tend toward the development of fluency and grace in the use of English, and beside the strictly literal translations, large practice has been given in the making of good idiomatic English from the Latin text. The drawing work was conducted by Miss L. A. Chester, who gave instruction therein on two days of the week. Miss Chester labored at a very great disadvantage in not having a class room of her own, but in spite of the difficulty she maintained a hearty interest and enthusiasm in her class. Miss Stoneroad gave an occasional lesson in physical culture. We appreciate Miss Stoneroad's interest in our physical welfare, and it is a matter of sincere regret that her other duties preclude the possibility of her coming oftener. We hope that another year some provision may be made for giving the girls regular and systematic health exercises. Prof. Daniels had charge of the music, giving lessons every two weeks, lessons on the alternate weeks being conducted by the regular teachers.

In general our aim has been to develop the student, adapting the work so far as possible to his individual needs, and endeavoring to instil principles rather than facts.

Through the courtesy of the trustees of the Peabody library we have been allowed the use of the books and magazines in the library, by means of which we have been able to do much more successful work in the English department than would otherwise have been possible. We are glad of an opportunity to make a public acknowledgment of this kindness.

Feeling that the education of our students should be of a broad and general character we have endeavored as far as possible to bring them in contact with the leading questions of the day, and to this end have had as a general exercise weekly or semiweekly discussions of the topics of the times by the students themselves. In addition to this we arranged a course of lectures which proved without exception interesting and instructive. The following is the programme:

"Washington City." B. T. Janney, supervising principal.

"Indian Ceremonies." W. B. Powell. A. M., superintendent public schools.

"History and Geography, the Siamese Twins," L. R. Klemm, PH.D.,
Bureau of Education, District of Columbia.

"Italy and the Roman Empire," Hon. J. D. McPherson.

"South of the Equator," Gen. S. S. Burdette.

"A Trip to Mountains of North Carolina and the ascent of Mount Mitchell," Hon. T. J. Gardner.

"Education outside of Text-books," Hon. J. T. Mitchell, president
school board, District of Columbia.

"Travel in Our Own Country," Hon. A. R. Spofford, Librarian of
Congress.

"The Christmas Carol," Prof. D. C. Bell.

"A Trip to the Bermudas," Charles R. Greenleaf, surgeon, U. S.
Army.

"Why We Study Latin," W. T. Harris, LL. D., Commissioner of Edu-
cation.

ENTERTAINMENTS.

On the evening of December 12, we held a Dickens carnival in the Curtis Hall for the benefit of the piano fund. The sum of \$100 was realized from this entertainment, which was at once applied on the purchase of an Emerson square piano.

Our thanks are due Superintendent Powell and Hon. J. T. Mitchell to whose personal interest in and supervision of our school, the success of its first year is largely due.

In conclusion, we would tender to Mr. B. T. Janney, supervising principal of the fifth division, the most grateful acknowledgment of his many kindnesses. Mr. Janney has been invariably considerate of our interests, and in many ways has made the work easier and pleasanter.

Very respectfully,

E. C. WESTCOTT,
Principal.

Hon. W. B. POWELL,
Superintendent Public Schools,
Washington, D. C.

BUSINESS HIGH SCHOOL.

WASHINGTON, D. C., July 30, 1891.

SIR: I hereby submit a report of the Washington Business High School for the school year 1890-'91:

The Washington Business High School owes its origin as a separate institution to an act of the school board passed June 10, 1890. This act provided for the amendment of the business course of the High School so as to dispense with studies of a purely academic character,

introduced others of a more practical character, and established the school as a separate institution in the Thomson school building.

When school opened in September provision had been made for seating 200 pupils, but, as the attendance greatly exceeded this number on the second school day and reached 300 before the close of the month, it became necessary to adopt the half-day system for two weeks. Additional space was then obtained by using the assembly hall of the Franklin building as a class room for a section of girls. Even with this additional space the school was overcrowded and work retarded by the unwieldy number of pupils in each section.

Outline of course of study.

First year.	Second year.
Prescribed studies:	Prescribed studies:
English.	English.
Business arithmetic.	Bookkeeping and business practice.
Bookkeeping.	Shorthand and typewriting.
Shorthand.	Commercial law.
Penmanship.	Commercial geography.
Elective studies:	Elective study:
Typewriting or mechanical drawing.	Mechanical drawing.

Statistics.—Numbers and attendance, 1890-'91.

Maximum enrollment (October): boys, 163; girls, 145	308
Enrollment at the close of the year	235
Average enrollment	274
Average per cent of attendance	94
Average number of pupils per section (October)	44

Attendance by months, 1890-'91.

Month.	Average enrollment.	Average attendance.	Per cent.
September	297	290	97
October	298	290	97
November	296	289	97
December	295	274	92
January	281	266	94
February	281	261	92
March	260	237	91
April	258	238	92
May	244	230	94
June	237	223	94

Sources from which pupils were obtained.

Pupils transferred from Central High School to second year:	
Boys.....	42
Girls.....	35
	<hr/>
	77
Pupils entering first year:	
From eighth grades.....	211
From Central High School.....	13
From other sources.....	7
	<hr/>
	231
	<hr/>
Total.....	308
	<hr/>
Average age of first-year pupils at entrance, years.....	16.4

ENGLISH.

The aim of the English work in the first-year sections was to cultivate clear and forcible expression. With this object, more attention was paid to composition than to literature, the latter, in fact, not being studied for itself but merely as a means for the acquisition of the ability to use the English language.

The first quarter of the year was chiefly devoted to a review of the elementary principles of grammar and composition. This was rendered necessary by the lack of uniformity in the attainments of pupils from the different eighth-grade schools and, in many cases, I regret to state, by a surprising ignorance of the fundamental principles of English. This review work was followed by the critical reading of the following selections: "The Legend of Sleepy Hollow," "Evangeline," "The Vision of Sir Launfal," "Lancelot and Elaine," "A Tale of Two Cities," "Warren Hastings," and some shorter selections.

In exemplification of the method pursued in the study of these literary masterpieces, the particular plan followed in the study of "Evangeline" is submitted:

The pupil was first directed to read the poem through at home prior to the study of it in class. Section by section it was then gone over—each part being read aloud; the pronunciation of words settled, and their meanings given; geographical, historical, and mythological allusions looked up; figures of speech pointed out; the measure and poetic foot employed explained. Written outlines of each section and an oral account of the action were called for in addition.

Simultaneous with the study of "Evangeline," Longfellow's life, his era in American literature, his style, his English and American contemporaries were discussed, the main points touching his career being preserved by the pupils in the shape of a "round table."

The historical fact upon which the story is founded was reviewed and the pupils were encouraged to collect, for use in class, newspaper,

and magazine articles relating to the author or the story. The work digested as a whole, the principal characters were divided among the pupils, each pupil preparing himself to enumerate the prominent traits of character in the personage allotted to him, supporting his statements by quotations from the poem. Preceding the written examination which terminated the study of "Evangeline" and Longfellow a terse written narrative of the plot of the poem was prepared by the pupil. This was examined by the teacher, errors of spelling, punctuation, capitalization, grammar, and arrangement of ideas being corrected and commented upon in class.

In the reading of succeeding works the pupils' critical faculty was cultivated by requiring the writing of comparisons between the characters of different authors.

The second-year pupils studied in the same way "The Merchant of Venice," "Spectator Papers," "The Deserted Village," "Intimations of Immortality," "The Lady of the Lake," and some shorter selections.

BUSINESS ARITHMETIC.

The work in arithmetic has been in Sadler's Inductive Arithmetic, Part II, though several other books have been used in class work. Special attention and prominence have been given to percentage, interest, banking, and other subjects in constant use in business life.

The aim has been to develop accuracy, rapidity, and the power of independent thought. Much mental arithmetic was given and, under the spur and stimulus of class competition, the endeavor was made to rouse the thinking powers. Pupils were called upon to give an outline of the solution of many problems without actually performing the work.

Constant practice was given in rapid addition, subtraction, multiplication, and division, and also in mental operations combining the four fundamental operations.

BOOKKEEPING.

The first-year pupils began work in Bryant and Stratton's High-School Bookkeeping. Although that text-book is devoted exclusively to double entry, some of the sets of transactions were first taken up by single entry, for it was thought that the students would grasp the subject more easily in that way. Afterwards all the transactions in the book were written according to the principles of double entry. During the last third of the year J. H. Goodwin's Improved Bookkeeping and Business Manual was introduced. This book made a good supplement to the previous text-book, since it contains a more advanced method of bookkeeping, gives much fuller explanations, and furnishes transactions which are more business-like.

Throughout the year the endeavor was made to see that the pupils understood the full import of the fictitious transactions upon which they were at work. The significance of notes, checks, drafts, and of

the various accounts was frequently explained. During the last part of the work the students were required to use practice business forms, consisting of a check book, bank pass book, deposit slips, notebook, and draft book. With the aid of these forms and some school currency they were able to pay out and receive all the money and paper indicated in the transactions and to keep a bank account.

Accuracy was demanded, also neatness of appearance and as great a degree of rapidity as was consistent with good work. Suggestions were made to the pupils individually during each exercise and their books were frequently inspected.

The second-year work in bookkeeping has this year been necessarily a continuation of the work done in the Central High School last year. The course embraced exercises covering the following subjects:

Retail business, single proprietor; commission business, proprietor acting as principal and as agent for the sale of merchandise on the joint account of the consignor and the consignee; jobbing and importing business, partnership; single-entry changed to double-entry, with a dissolution of copartnership.

During the last quarter additional exercises were obtained from Goodwin's Bookkeeping.

The business practice, which is a feature of the work this year, has been effective in giving the pupil an insight into the connection between the bookkeeping work and the business transactions out of which it arises. Such practice is carried on in connection with the routine work in bookkeeping. When the pupil opens a set of books he is supplied in school currency with the amount of cash invested. He is required to make expenditures and receive payments, and, on closing his books, to compare the balance of cash on hand with the balance shown by the cashbook. He is required to conduct business with the school bank, to make deposits, draw checks, obtain loans, deposit notes for collection, and perform all the ordinary acts of a customer dealing with a bank.

Owing to the more complete course given to the present first-year pupils the second-year course in this subject for the following year will be considerably extended.

SHORTHAND.

The advantages accruing in business life from a knowledge of shorthand are of such importance that it was deemed proper at the establishment of this school to make stenography a part of the prescribed course of study.

As last year was the first year that this subject was taught in the public schools of this city, no advanced classes were instructed. While it has been impossible to make expert stenographers of the pupils in one year with the number of recitations allotted to the subject, they have been thoroughly drilled in the principles of the art and will be

able to perfect themselves in it by practice. Those pupils who return for a second year will be able to begin with dictation and will make rapid progress.

The practical advantages resulting from a knowledge of shorthand are so obvious that they need not be dwelt upon here. But there is another respect in which the study is at least equally beneficial; that is, as a means of mental discipline. It is an exceedingly valuable aid to correct pronunciation; it requires the pupil to notice the arrangement of words in sentences and their dependence upon one another; it trains the ear and the eye, forces the mind to act quickly, and accustoms the hand to act in unison with the brain. Every transcription of a page of shorthand is an exercise in spelling, capitalization, punctuation, and composition. In fact, waiving entirely its pecuniary value, it is, perhaps, inferior in no respect to any study in the high-school curriculum in its general educational value and as a means of mental discipline.

The results of the teaching of this subject have been exceedingly gratifying. While it has ranked as one of the difficult studies, the pupils have applied themselves diligently. It is certain that at the end of the course a creditable class of pupils will be produced.

TYPEWRITING.

To enable pupils to write business letters, tabulated work, and dictation with speed and accuracy, so as to make them valuable as secretaries and amanuenses is the immediate object, from a business point of view, of the introduction of typewriting into the business high school.

The thirteen typewriters placed in this school have been sufficient to instruct during the past year 100 pupils, each of whom has practiced two and a half hours a week.

A thorough knowledge of the keyboard, evenness of touch, and correctness of fingering are the fundamental things that the beginner in typewriting is required to acquire. Much attention is paid at first to finger exercises in which each letter is marked with a figure indicating the finger with which it is to be struck. These exercises are continued until the learner is perfectly familiar with the keyboard; then follows practice on the ordinary business phrases, after which the pupil is required to write business letters, tabulated work, and law forms, and to write from dictation.

The pupils are made acquainted with the mechanism of the machine, and different sets of pupils are required to oil and clean the machines upon different days.

The result has been that the pupils can write accurately at a moderate speed, that they are familiar with the various parts of the machine, and are able to keep it in order under ordinary circumstances.

Like shorthand this subject is excellent as a purely educational study. It inculcates habits of care, neatness, and accuracy, serves as a drill in

orthography, capitalization, punctuation, and sentence-making, and combines pleasantly mental and manual labor by accustoming the hand, the eye, and the brain to work simultaneously and quickly.

POLITICAL ECONOMY.

Political economy was introduced this year, for the fourth quarter, as an elective study for the boys. It was partly an experiment, but one which seemed to succeed very well. As the course was too short to warrant the purchase of new text-books and there were too few books on this subject in the school library to allow very general reading outside of the class, the recitations were conducted largely in the form of lectures by the teacher, hektograph outlines being furnished in advance to the pupils. The class was encouraged to ask questions and to freely discuss all points concerning which there arose any doubt or difference of opinion. Each recitation was opened with a brief résumé of the preceding work, for which the scholars were held responsible through notebooks, frequently examined. It is hoped that this plan of work, together with individual reading, will arouse enough interest in the study and lay a sufficient foundation to enable the students to pursue the subject pleasantly and profitably at their leisure.

PENMANSHIP.

No attempt whatever has been made during the past year to teach the pupils ornamental penmanship, but rather to give them a handwriting which will be serviceable to them in business pursuits. Legibility, rapidity, and neatness of appearance have been considered the essential things to be striven for. Since a large proportion of the pupils wrote in a slow, cramped manner, particular attention was paid to the proper position and movement. Many practice exercises were given for the purpose of developing freedom and rapidity of execution. Work on the small and capital alphabets, together with the transcription of business letters and forms, was also required.

MECHANICAL DRAWING.

The drawing classes were classified as regular and special. The first devoted one fifty-minute period each week to the study, the second, two periods. Lack of accommodations forbade all work necessitating many models or instruments. On that account freehand perspective and inked mechanical work requiring boards and squares could not conveniently be accomplished, though a little of the latter was attempted.

The course of the first-year special classes included simple geometric problems about angles, triangles, polygons, tangents, cycloids, and conic sections; applications of these to architectural and machine details, such as Greek and Roman moldings, joints in circular, Gothic, and

elliptical arches, scrolls, the Ionic volute, wheels with various forms of teeth, and screw threads; orthographic projections on two planes, of lines, planes, cubes, rectangular prisms, pyramids, cylinders, and cones; also projections on three planes of an oblique cylinder and an obliquely truncated cone.

The regular classes followed a similar course, but giving less time to the study were unable to take so many or such complicated figures.

The course of study for the second-year pupils included the work of the first-year special classes in orthographic projection, as the pupils had not studied this subject in the first year at the Central High School. In addition isometric drawings were made of cubes, prisms, pyramids, cylinders, and cones parallel to the vertical plane and at an angle to the vertical plane. Also isometric views of the stones in an arch, a box, a four-armed cross on a square plinth, and other forms.

By means of mechanical perspective, views were made of the various geometric solids when placed parallel to the vertical plane and at various angles with it.

GEOMETRY.

The class in geometry was a mixed one composed of eleven boys and eight girls.

The work was on the first six books of Wentworth's Geometry.

The aim was not so much to acquire a stock of geometrical truths as to develop the reasoning power of the pupils. The original exercises played an important part in securing that end, about two hundred of them being taken up during the year. Sometimes they were assigned to the class for study and preparation, often they were made the subject of recitation without previous preparation. Occasionally written proofs were prepared and handed in by the pupils, these exercises being marked for neatness, orderly arrangement, and correctness. Sometimes demonstrations were written upon the blackboard, care being taken that the work should be neat and arranged in a logical manner. This was practiced only to a limited extent. Generally the pupils were required to demonstrate with no work save the figure upon the board, as it is believed that more real power is gained by this method of recitation.

While the work has been entirely satisfactory this study will be dropped from the course next year to make room for studies of a more strictly business character.

GERMAN.

The endeavor in this subject was to give the pupil a knowledge of German which should be valuable from a business standpoint. It was found, however, that the course was already too crowded, and the results have not been encouraging. It will probably be best to drop this study from the course next year, in order to allow pupils to give more time to other subjects.

MILITARY AND CALISTHENIC DRILL.

The military drill has not only served as a means of recreation and physical training, but has been an important factor in the discipline and good behavior of the pupils.

The company was organized late in the school year and did not obtain guns until January, when, through the influence of the Secretary of War and the chairmen of the Congressional military committees, Congress was induced to pass an act under which fifty cadet rifles and accouterments were obtained.

Although officered entirely by boys of the second year of this school, the company has maintained a high rank in the battalion of High School Cadets, forming Company E of that organization.

Capt. Burton E. Ross acted as military instructor, and it was mainly due to him that the high standard of proficiency was attained.

A class of girls, under the direction of Miss Godfrey, was organized for calisthenic drill.

Each member was required to obtain a neat, serviceable dress of the style selected by the instructor. The drill included chiefly exercises with dumb-bells and Indian clubs. The result of such training was of marked benefit to the pupils. It is to be regretted that sufficient accommodations were not provided for more general instruction.

DISCIPLINE.

On the whole the discipline of the school has been good—better than might have been expected under the circumstances. The overcrowded condition of the school and the fact that teachers, in order to pass from the Thomson building to the Franklin were compelled to leave sections for five or ten minutes without anyone in charge account for most of the disorder.

GENERAL REMARKS.

I wish to call attention to the small salaries paid to the teachers of this school. Their salaries are not only small absolutely, but they are small relatively. The average salary of the teachers in the colored high school is 20 per cent higher than the average salary of the teachers of this school, while the average salary of the eighth-grade teachers is 33 per cent higher. It is a somewhat subtle and technical application of the spirit of the fifteenth amendment which allows a salary of \$750 for the practical stenographer who teaches in this school and \$950 for the teacher who is supposed to do like work in the colored high school.

The school regrets the resignation of Mr. J. C. Ross, who was a successful and earnest instructor.

At the beginning of the year \$200 was expended in purchasing reference books. A few additional volumes were obtained by the proceeds of an entertainment given in May. It is urged that a small appropriation be applied for to increase the size of this library.

In order that the work of this school be not hampered it is necessary that additional space be provided next year. There should be at least 10 class rooms, capable of accommodating 35 pupils each, a typewriting room, a drawing room, and a room fitted with the proper desks for book keeping.

Considered in all its aspects, the result of the first year's work is most encouraging. The school seems destined to become an institution that will reflect credit upon the public-school system of this city.

I wish to acknowledge the assistance and advice received from the chairman of the school board, the chairman of the committee on high schools, and especially from the superintendent of public schools. I also wish to recognize the efforts of the teachers, whose intelligent coöperation has contributed so largely to the success of the school.

Very respectfully,

O. A. DAVIS,
Principal.

THE SUPERINTENDENT OF PUBLIC SCHOOLS.

WASHINGTON NORMAL SCHOOL.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: The following report of the work of the Washington Normal School for the year ending June 30, 1890, is respectfully submitted:

GENERAL ORGANIZATION.

The entire school, comprising the normal class, ten practice schools, and the faculty, was this year gathered into the Franklin building. This union gave to the principal additional time for personal supervision of the school in all its bearings; it supplied the pupil teachers with opportunities for uninterrupted study and observation; it brought them in contact with more sources of instruction; it made each member of the teaching corps individually responsible for the successful training of the whole body of pupils; it gave the class the strength resulting from united effort; it added to the dignity of this important branch of educative power.

The scope of the work was enlarged by the addition of two fifth grades for practice. For the immediate supervision of these two schools another practice teacher was appointed.

One training teacher, Miss Copenhaver, with her assistant, Miss Wise, had charge of four schools, comprising the first two grades. The other training teacher, Miss Brown, with two assistants, Misses Lovejoy and Richards, assumed control of six schools, from the third to the fifth grades, inclusive. To another member of the faculty, Miss Nowlin, was given the direction, in the practice schools, of the four special

studies, music, drawing, penmanship, and physical culture, under the direction of the special teachers of these subjects, respectively. During the first quarter the preceding plan was, by instruction, so modified that Miss Nowlin was withdrawn from the work with special subjects to assist Miss Brown in the capacity of practice teacher of the two third grades. Music was still left under her supervision, while to each of the other three practice teachers was assigned one of the three remaining specialties.

PUPILS.

Forty pupils, the usual number, were admitted into the normal school upon the regularly prescribed terms of admission—graduation from the high school and a successful competitive examination.

During the first week one pupil tendered her resignation because of her physical inability to do any work. Her place was immediately filled by the pupil standing next on the list of applicants. In the course of the year two pupils withdrew from the school—one, because of professional inaptitude; the other on account of failing health. One pupil was permitted to take the position of assistant teacher in the business high school as her share of professional training.

In October, by official enactment, five pupils were added to the school, making the entire number forty-five.

NORMAL CLASS WORK.

The scholarship and mental discipline resulting from a course of instruction in the graded schools, broadened by an additional one of three years in the high school, afforded a generally satisfactory basis for professional training. However, a sufficient amount of scholastic work was done by the principal to insure accuracy and freshness of knowledge. For this purpose the subjects comprising the curriculum of the public schools were carefully reviewed. Each was considered also in the light of its origin, the causes and plan of its development, its separation into parts, the contents and nature of these parts with their relation to one another as well as the relation of each to the whole. A generalization followed, by which the whole was presented as a logical unit. The purpose of each subject determined its importance as an educational factor.

The work was rapid since the facts were generally familiar. Much was done to make the student ready and skillful in processes and results.

In the construction or criticism of any unit the pupil-teachers were required to know its purposes; its parts; to discriminate between the essential and nonessential points, and to properly balance these with reference to the comparative amount of consideration due them. They were not called upon to observe lessons in the practice schools till they had acquired intelligence in making plans of work and judgment in forming standards of criticism.

WORK OF NORMAL CLASS IN THE PRACTICE SCHOOLS.

The practice schools furnished a field for investigation and experimentation. The two lines supplied data with which to build and test theories. Thus, during the year, there grew in the minds of the pupil-teachers a philosophy of education based upon personal research and experience. To test the general truth of this philosophy it was compared with that already developed and formulated by eminent educators.

To secure that intelligent and practical professional ability resulting from experience alone the pupil-teachers were, in the main, required to assume the responsibility of carrying forward the work of the practice schools.

On the other hand, the faculty of the normal school was bound to secure for the children in these schools advantages equivalent to those enjoyed by the best schools of corresponding grades outside. To do this the pupil-teachers were most carefully prepared for their work; they were closely observed, and criticised and occasionally supplied with models and standards from lessons given to the children by different members of the faculty.

At the beginning of the school year two pupil-teachers were chosen for each of the ten practice schools. One, acting in the capacity of principal, taught all but the four special subjects, music, drawing, penmanship and health, and assumed the responsibility of the progress of the school. The other, the assistant, taught the special subjects and studied the nature and possibilities of the children as a preparation for her own principalship. She was required, also, to do a part of the work of the classroom while acting as assistant. At the expiration of a specified time the principal resumed her work with theories of education while the assistant took the duties of principal aided in turn by another pupil-teacher.

A study of the conditions led to the belief that in the higher grades, the sympathetic, persuasive disciplinary power, so successful in the lower ones, must be supplemented by a more dominating element. This somewhat modified the plan of selecting pupil-teachers for the practice schools. It was thought best to obtain for the two higher grades only those who had taught successfully in two of the other grades. According to this plan those who by nature possessed a masterful will taught much; those not so endowed taught comparatively little. It is not difficult to see that this was a gain to the practice schools but a loss to the pupil-teachers. Those long and continuously engaged in teaching missed something of clear, broad comprehensions of the philosophy underlying the work. This could not wholly be made up to them. On the other hand those who taught little lacked the opportunity to make themselves practically skillful. We hope to develop some means of obviating this difficulty.

The condition of the practice schools was generally gratifying since they ranked with the best schools of corresponding grades outside.

LANGUAGE.

Grammar was treated only as an instrument with which to construct and interpret English. Laws of structure belonging to inflected languages were seen to have little significance when brought to bear upon the English idiom, so except in the rare instances when they were applicable, these laws were relegated to the tongues from which they grew, and the time was, as we believe, better spent in mastering the forms and content of the English sentence, in studying the uses and forms of the words composing it and in gathering, analyzing, and classifying common errors of structure for the purpose of avoiding them as errors.

In the other division of the subject—the study of prose discourse—much time was given to secure practical ability to construct English.

Fidelity to the truth gives thought and expression their chief value. This quality can be obtained only when the thought is securely based upon the exact seeing of relations of objects, and when the words employed for expression are chosen with reference to their precise significance. These requisites point to description as the best first means of securing them since here the ideas are obtained by direct application of the senses to objects in their space relations. By the construction of many descriptions the plan upon which they are made was discovered and the idioms belonging to this form of discourse alone were collected and studied.

Narration with its time relations and sequence, with its large use of memory and imagination, was then taken up. As with description its nature and plan were discovered by the study of many narrations made by the class. The reasons why description was taught before narration grew in the minds of the pupil teachers as the nature of each was appreciated. Narration idioms, too, were studied in their application to this form of discourse.

“Comparison and contrast” was next studied in its nature, plan, and idioms. This form of composition was found to apply both to description and narration.

Practice in constructing compositions continued throughout the year covering the various subjects taught in the schools.

PSYCHOLOGY.

The review and discussion of any subject gave to the pupil-teachers only a complete and organized body of facts representing the scholastic attainments of an entire school life bound together by sequential relations.

From this generalization the particulars comprising a course of study for each of the successive grades were to be taken. It was readily seen

that no selection could be made without some knowledge of the minds upon which the facts were to be impressed.

Here commenced the study of practical psychology.

The intangible, elusive nature of this subject joined to its importance demanded for it the most careful and thoughtful consideration. The pupil-teachers were sent among the children from whose study was to be laid a sure foundation of professional ability. To prevent confusion of results, to guard against hasty and unripe conclusions, only a single point for study was given at a time. Observation was regularly pursued under conditions sufficiently uniform, as well as those sufficiently varied, to warrant the accuracy and general application of the results obtained.

The first step involved a study of the source of information—primary and secondary. The daily occurrences of the school room showed the pupil-teachers that the children were gaining their first ideas of things by direct exercise of the senses upon these things. They observed, too, the gradual and careful change from things to their symbols as a channel of knowledge accompanied by a persistent effort to make the symbol clearly and exactly represent the underlying reality. Observation in the practice schools was complemented in the class room by experiment and discussion. The experiments showed more fully the character of the results obtained through each of these channels; they proved the inadequacy of one without the other, they determined which channel was fundamental in its nature and which far reaching in its results. The discussion gave to primary and secondary sources their proper relations of time and importance in the development of children.

The next step involved a consideration of the interdependence of mind and body. Marked cases of indifference and inaptitude could be traced usually to bodily influences that rendered mental activity practically impossible. The imperative necessity of knowing one's pupils—of knowing all the hindrances to free development, whether those hindrances be congenital or produced by environment—was clearly seen from the observations and discussion of this point.

The last step was much the most delicate and difficult. It consisted of a study of the mental faculties and their development. Material for this was, as in the preceding work, found in the children themselves whom the pupil-teachers observed daily, both in the school room and out of it under conditions as varied as could be secured. Careful records were made, each noting some mental action on the part of the child together with the external conditions out of which it grew. These records, the outcome of many observations, gave the pupil-teachers definite subjects for study and analysis. The nature of each one was carefully considered, from which the mental faculties were gathered into three groups, cognitions, emotions, and volition.

Investigation and experiment proved that the emotions and volitions are properly developed only when based upon cognitions which, from their fundamental character, were studied first by analysis of the men-

tal processes involved in the acquisition of knowledge both from primary and secondary sources, accompanied by a study of each as a factor in the development of the mind. Those processes, growing by an exercise of the senses, were separated from those later ones, which in turn depended on secondary channels of information for their development.

Each subject in turn was considered upon its psychological basis, taking from this its rank as an educational means.

READING.

The nature of reading, the purpose of it, and its accomplishment, led to the division of the subject into two parts, learning to read and reading.

The first part was found to have its basis in thought which, for all the purposes of reading, must rest on correct observation. This fact pointed directly to the use of other subjects as a means for preparation to read.

The relation of the emotions and volitions, as well as that of the cognitions to this subject was studied.

The pupils discovered that upon this foundation of thought, feeling, and action alone could the superstructure of symbols stand secure.

The symbols involved in this subject were carefully observed.

In reading proper the symbols were found to be presented first from which thought was to be obtained or given to others. The relation of this part of the work to learning to read was discussed, as well as its relation to the other subjects taught. Supplementary reading was considered in its purpose and nature.

The entire subject was outlined and the psychological principles upon which it rests were summarized.

SCIENCE WORK, GEOGRAPHY, HISTORY, AND NUMBER.

The great amount of work to be done by the pupil-teacher in a course so limited in time, made it impossible to consider all the subjects taught in the public schools in the most general manner. For this reason the science work, geography, and history were studied for facts and methods only to the extent of their presentation in the practice schools. Number went beyond this point since in addition to the preparation for teaching the first five grades a thorough course in denominate numbers and percentage was given.

SUBJECTS TAUGHT BY SPECIAL TEACHERS.

These subjects, including drawing, music, physical culture, and sewing, were presented to the normal class by the directors of these subjects in the Washington schools as follows:

DRAWING.

Two and a half hours each week were given to this subject under the direction of Mrs. S. E. Fuller, who taught sketching with the develop-

ment and application of the principles upon which it is based. The work as presented in the grades was conducted by Miss Hilda North.

MUSIC.

For two hours each week Miss A. E. Seammell gave instruction in music. This was applied to the practice schools by the pupil-teachers under the general direction of Miss Seammell, assisted by Miss Nowlin.

PHYSICAL CULTURE.

This subject, under the direction of Miss Stonerod, gave the pupil teachers an intelligent appreciation of the value of this course and a physical ability to present it to the schools. One hour a week was devoted to it.

SEWING.

The pupil teachers were taught to cut and make garments, to patch, and to darn, as a preparation for teaching this branch of industrial training in their schools. One hour each week was given to it by Mrs. Weaver.

PENMANSHIP.

The class received instruction in this subject from Miss Copenhaver, who in turn was greatly aided by suggestions and illustrations from Prof. H. C. Spencer. His system was followed, in pursuance of which position and movement preceded the detailed study of form.

SUBJECTS TAUGHT IN THE PRACTICE SCHOOLS.

LANGUAGE.

Children begin their school life with an exuberance of knowledge absorbed by contact with the outer world during a most acute sense period in which impressions manifold and multiform come from all sources without plan or order. Guided by impulse children flit here and there, molded in greater or less degree by each touching point.

Every teacher feels this disorderly abundance of knowledge, this purposeless activity, and understands that before new impressions are given those already in the possession of the child must be arranged, and that aimless endeavor must give way to definite purpose in action. Language teaching was used as a means to serve this double purpose, as well as to properly base and facilitate expression. In the earliest work no new facts were learned, but a greater gain than this was made when children saw definitely what they were required to see and when they expressed the results of their observation exactly, clearly, and systematically.

At first the exercises were very simple. Toys and other familiar objects were named. Qualities and characteristics of these were observed and stated definitely and completely. The work gradually became more complex by the use of tableaux for description. Little groupings of

children were made, showing large and obvious relations. The idioms expressing these relations were given as they were needed. Pictures allied to the tableaux by their simplicity followed, with the same treatment. Serial tableaux and pictures gave an excellent opportunity for training children to appreciate the central thought of any group for description and also to give the ideas of time and dependence belonging to narration. Science work, involving its finer, closer sense of observation, was used as a basis for language teaching as soon as the pupils were able to do this kind of work.

Language from the beginning anticipated reading and prepared for it by giving information concerning the subjects about which the pupils were to read.

Besides this formal language teaching much incidental work was done to secure a correct use of English. Children learned to correct themselves and one another. There was a constant effort to make them sensitive to impurities of speech.

The structural uses of language commenced with the first year. No technicalities were attempted until the third year and then sparingly. In the fourth and fifth years structural laws and definitions were made by the children after an examination of many examples illustrating the point to be made.

. SCIENCE WORK.

The group of subjects belonging to this division served the purpose, we believe, for which it was instituted. The great object—correct seeing of things and relations—was constantly considered and carried to a natural culmination—correct, logical expression of the thoughts growing from such observations. In accomplishing this pupils gained, too, much useful information. They also became alive to nature; inquisitive about it, friendly towards it. They acquired correct habits of study and investigation. From the beginning they advanced constantly along lines of practical knowledge from which no deviation was required to meet the demands of a higher school life.

In the first two years science work embraced lessons on the human body, animals, and plants. These subjects were continued in the third year, while to them was added a unit of work on vapor, with its resulting weather appearance. In the fourth year plants received much closer attention. The vapor lessons were reviewed and enlarged in their application. Here, too, as a part of the study of geography, lessons were given on the formation of the various physical features of the sections studied during the year. The physical geography was reviewed in the fifth year. Plants were here studied in their application to drawing.

HUMAN BODY.

Children were led to observe the parts of their own bodies; to notice the arrangement and order of these parts; to illustrate some of the

uses. Talks about the care of the body, followed by attention to this point on the part of the teacher, contributed to the training of the children as responsible, self-respecting members of society. These lessons were made to bear directly on the subject of physical culture.

ANIMALS.

Familiar animals, each the type of a class, were brought into the schoolroom for study. These were examined with reference to their general appearance and the parts composing them. A closer study of the parts was made for their characteristics and the fitness of each for the purpose it subserves. Stories and experiences illustrating the habits of the animal and its use to man followed. A comparative study was then made which resulted in grouping around each type some of the other animals belonging to the class which it represented.

As far as was possible every child decided any question in this study by personal experience of sight or touch. The first and greatest point was to have the pupils see, so while this was being accomplished connected discourse was not attempted. Each observation was accompanied by its statement, for which terms were given when necessary. Time was allowed for the perfect union of the word and its idea and then more time for the assimilation of this crude material before compositions on the subject were made. As a complementary means of expression the children were encouraged to make drawings of the various parts about which they talked and wrote.

PLANTS.

This subject was introduced with the study of seeds, accompanied by experiments to determine the external conditions of growth. Children planted seeds in window boxes and on cotton, following this step by daily observations. Series of germinating seeds were frequently made to show the steps in the development of plant from seed. In these series the parts were traced from the dry seed to the fully developed plant with its clearly marked differentiation. Children were stimulated to notice germinating plant life outside and to relate it to that shown in the schoolroom. Many plants in the vicinity were brought in for study. These were first considered separately, then comparatively, from which classification grew. With increasing age and power the pupils gave more detailed study to the parts of plant. The characteristics and uses were discovered, and the most apparent relations between these made clear by experiment and illustration.

Herbariums were made by the children, who pressed, arranged, and mounted the flowers themselves. The æsthetic taste, the manual dexterity, and the moral culture resulting from this work gave abundant proof of its excellence.

From original investigation the work gradually became representative by means of oral and written compositions and drawing. This last

exercise entered largely into the plant study, proving a valuable source of power and culture. Each pupil drew the plant before him, using the same care to represent with his pencil exactly what he saw as he had been trained to use in seeing. Color work followed, in which the pupils by means of water colors more exactly represented the object in hand. Conventionalized flower forms entered into the drawing of the fifth year.

LESSONS ON VAPOR AND GEOLOGICAL FORMATIONS.

The vapor work was based entirely on experiment, observation, and deduction. The light of the experiment suggested to the pupils many familiar illustrative examples which, under the guidance of the teacher, broadened to meet the general application sought, from which the pupils grew to an understanding of hitherto inexplicable atmospheric phenomena.

The study of surface formations, too, was founded on immediate investigations. The process of rockmaking and uplifting was studied by observation and illustration. The physical features produced by the action of water were considered and classified.

The power to gather results from causes, to trace effect to their causal conditions, was developed slowly and carefully to avoid the danger of unstable conclusions.

The understanding was made clearer and impressions deeper by the compositions attending these subjects. Here was given a fine opportunity to train pupils in creative power. Imaginative compositions were made on a foundation of perfect truth and bound to consistency by the same laws that regulated the construction of other compositions.

Science work not only served as a basis for language, but it prepared for reading by giving information upon subjects which could not have been grasped by reading alone.

READING.

Nearly three months of the first year of school life were allowed to pass before the subject of reading was introduced. In this time the children were prepared for reading by experiences of knowing, feeling, and doing corresponding to those expressed by the symbols whose spirit as well as whose forms they were to interpret.

Drawing, language, number, in short, all the subjects taught contributed to these experiences. As far as possible they employed terms and relations expressed in the text to be read. It was our good fortune to be able to look forward to the Normal Reader, which so happily bears upon the various subjects taught.

Exact seeing was the prime element in the preparation for reading. Its essential accompaniment, a wise use of words to express the thought aroused by the seeing, gave to the expressions of the children an exactness hitherto unknown, which prepared them to gather definite and

close ideas from symbols. These symbols, artificial and arbitrary though they be, must sink into the intelligence of the child until they penetrate and stir his emotion and activities. To this immediate end these powers were trained to sensitiveness and receptivity.

The formal study of symbols was introduced by the use of objects about which the child gave expression to a thought concerning them. The written symbols of this thought were studied at first as a whole, then in its parts. New symbols were added slowly and always upon an objective basis. Much drill was given, by putting and reading matter before the pupils, to secure ready recognition of word form. Exercises to test the thoroughness of the union of symbols and idea were constantly employed.

Many words were taught according to this plan before the pupils read from their readers. When this was done they read page after page in rapid succession with excellent expression.

Phonics proved a great aid to correct pronunciation and a greater one in giving the pupils power to help themselves to new word forms whose meanings were already known. The consonant sounds and their combinations, because of their unchanging character, were taught as soon as words were known. The vowel sounds, less stable in nature, were at first given to the pupil by the teacher and then taught gradually, almost incidentally. In this work great care was exercised to have no child determine the pronunciation of a word by sounding, unless the idea under the form was already his own. On the other hand, an effort was made to prevent long development processes for ideas already in the minds of the pupils.

In the first three years the pupils were engaged in reading only that which they knew. Their own compositions and number problems, supplementary reading made by the normal class, and the Normal Reader gave them abundant material outside of the regularly prescribed readers.

In the fourth and fifth years pupils were expected to read to gain information. The change was made very slowly and gradually. The text was carefully examined by the teacher in the light of the ability of her pupils. Illustrations and experiments were frequently made to prevent inaccurate and distorted ideas of things.

GEOGRAPHY.

Geography in the fourth and fifth years, coming as it does through secondary sources of knowledge, was founded on the home geography of the third year. This embraced a study of the city and the District. Geographical ideas were produced by contact with facts and relations of home geography, which, as soon as thoroughly understood, were translated into geographical symbols by which similar but more remote facts were to be interpreted. Following the study of the object itself was its representation in sand, after which it was indicated in the more

abstract map language. Many plans and maps were made. The ability to read them grew from the practice of placing upon these maps according to specified terms of direction the true map signs of the physical features studied in nature and represented first in sand.

In this way the pupils were led to see the world beyond them through the symbols representing their own immediate world.

Industries, means of communication, commerce, and government were studied in their essential points by objects within the observation of the children. The physical geography, under the head of science work, has been considered elsewhere.

This foundation of sense perception prepared the pupils for a clear understanding of the representative work of the higher grades.

NUMBER.

The important feature of this subject throughout the grades was a correct seeing of numbers of things in their relations. In the early study this was accomplished by the use of objects, but later the pupils were expected to see objects and their relations by means of symbols.

Correct seeing, exact processes of thought, definite statement of conditions, clear analysis, and rapid accurate work were sought.

Small numbers were used as instruments with which to develop principles. In the higher grades definitions and rules were made by the children.

Problem making received much attention and contributed in no small degree to the pupil's power of expression. An effort was made to eliminate from the language of number the errors that so frequently occurs in it.

HISTORY.

A unit of history work for the fourth and fifth grades involved a study of the Saxons with the various influences contributing to the development of their governmental forms and institutions. This was introduced as a preparation for the study of American history.

DRAWING.

Drawing in its two parts, construction and representation, was carried on in all the grades.

Constructions in clay, splints, and paper developed ideas of form and form relations.

Position drills were conducted with great care to facilitate the representation of constructed forms. Some color work was done in connection with paper folding since the papers were selected with reference to primary and derived colors. In addition to this water colors were used in the representation of geometric and plant forms.

Language lessons and supplementary reading on the subject of drawing complemented the other work.

MUSIC.

The starting point in this subject was the development of tones as a fundamental idea of music. The relation of tone intervals was next presented, after which the two were pursued simultaneously.

Following this was the development of the time idea, to the end that the pupils should so thoroughly understand and possess the rhythmic basis of music that their own musical expressions might represent this essential element.

Tones, readiness with intervals in all the keys, and a knowledge of time were applied to the singing of many sight exercises daily.

Accompanying the preceding work were rote songs, representing a high degree of musical excellence, by means of which standards were given, and an emotional as well as an intellectual appreciation of music was developed.

We are indebted to Miss A. E. Scammell for earnest work, valuable suggestions, and encouraging and helpful supervision.

PHYSICAL CULTURE.

The exercises presented sought as an end correct habits of sitting and standing, as well as those of breathing and vocalization. Much work was done to secure the greatest benefit from this subject by holding the pupils to constant observance of the directions given in the regular work.

PENMANSHIP.

The subject of physical culture bore directly upon that of penmanship. Many of the exercises given in the former subject were used as a preparation for writing. A knowledge and use of a correct position was followed by movement exercises to secure freedom and ultimate rapidity of action. A close study of forms followed the work of position and movement.

The most difficult task was to hold the pupils in all exercises in writing to the excellence possessed by them in the regular penmanship lessons. This was done with a fair degree of persistence and consequent sustained accuracy.

SEWING.

Commencing with the third year an hour each week was given to this subject. Children were taught the care and use of the tools employed, after which instruction was given in the various kinds of plain sewing.

Definite training of eye and hand, cultivation of the judgment and skill in sewing grew from this branch of industrial education.

TEACHERS' MEETING.

In the early part of the year meetings were called by the principal for the benefit of the recent graduates. These became unnecessary and so were discontinued upon the appointment of a special supervising principal for the elementary schools.

FACULTY MEETINGS.

Faculty meetings were held as often as the conditions required them. In these reports of the work were given and general measures for the advancement of both schools and pupil teachers discussed.

EXAMINATION.

Near the close of the year an examination of the normal class was conducted by Superintendent Powell in the presence of the faculty. The subjects used as a basis for it were language and number to which two hours a day for a month were given. This proved beneficial to both pupils and teachers. Many points were strengthened and many assumed a new importance when presented in the light of the knowledge and experience of the examiner.

COMMENCEMENT.

The commencement exercises were held in the normal class room. Addresses were made by Hon. J. T. Mitchell, president of the board of education, Superintendent Powell, Dr. F. R. Lane, principal of the high school, and Mr. B. T. Janney, supervising principal of the Fifth division. The diplomas were conferred by Hon. J. T. Mitchell.

In conclusion, permit me, in behalf of the faculty of the normal school, to thank you for your unfailing interest and coöperation. The teachers have, I believe, labored faithfully to carry this great undertaking to a strong and successful issue. They have endeavored to make their own your purpose in creating it, your spirit in continuing it.

Very respectfully,

Hon. W. B. POWELL,
Superintendent of Public Schools.

I. G. MYERS,
Principal.

DRAWING.

WASHINGTON, D. C., June 30, 1891.

DEAR SIR: In the specialty which I have the honor to present so many divisions are comprehended that it is impossible in a brief report to give a detailed representation of the whole. I shall, therefore, only refer to parts that have required special attention during the year.

The efforts of the supervising corps in drawing have taken three general directions: How best to perfect and make plain the scheme of work as a whole; how best to make teachers competent to do good work, and how best to supervise the teaching of the subject in the several grades.

In all new developments of the course of instruction I have been guided by the opinions of the most advanced educators, so far as my own experience and knowledge of the working conditions of our schools permitted. Plans are growths. In a comprehensive and far-seeing mind the growth of the ideal plan is rapid, for the mind supplies its

own conditions. The growth of the working plan is slower, for it must be adapted to existing conditions which are ever changing.

Special attention was given during the year to the orderly development of clay modeling throughout the grades. This work has become very popular with a majority of the teachers and pupils. The children have always been interested in it, and seeing that this interest continues even after the novelty has passed, thoughtful teachers have been induced to give it more attention. They have striven to understand the processes and to overcome the difficulties presented by this new material. All the assistant drawing teachers have taken private lessons from a master in the art, and some of the regular teachers have followed their example. Such efforts to learn, with the instruction given in the teachers' meetings, will soon make the clay work proportionately as good as the drawing.

A few teachers have made successful efforts to procure casts of fruit and ornament for their school rooms. Wherever these are seen good modeling may be found.

In color but little progress was made. One decided advance has been made in that subtle training which comes through the use of beautiful color. This has been accomplished by supplying to the pupils of the first five grades the colored paper for folding and cutting procured from the Prang Educational Company. These standard colors, with their lovely tints and shades, supply a want long felt. With this assistance the paper foldings are made studies in color as well as in form. A sufficient variety was supplied for an excellent course in paper folding and cutting. More is needed, however, for a complete color course, one worthy to be coördinate with our form study. The addition of about one-third to the present cost for paper-folding material would give sufficient for a good color course for five grades. If developed with water colors, as it might be, the cost would be greater, but it would afford an additional advantage, the giving of some skill in the use of painting materials.

The principal means relied on to prepare the teachers technically for their work are teachers' meetings for instruction and discussion and the criticism lessons given in the schoolrooms by the special teachers.

A course of three lessons in object drawing was given to the teachers of the sixth, seventh, and eighth grades. The aim of these lessons was:

(1) To direct the teachers to the true order of development in teaching this subject, which is through right seeing and doing to the laws that govern the appearances of form under varied conditions.

(2) To give some instruction in these laws and their application.

(3) To give suggestions for methods by which these appearances may be studied and tested.

These lessons were given in divisions for which twenty-one meetings were required.

Division meetings were held for instruction in modeling, also for third and fourth and fifth grade work.

Many lessons were given in the schoolrooms by the special teachers. These lessons are often of great value to the teachers.

Instructions and practical work in the schoolroom are essential if we are to have good teachers of drawing, but there are other practical helps that should not be overlooked. Of these I may mention good material for all manual work connected with the study of form and color, and provision for the preservation of such products as it is desirable to keep. Those who do not visit the schools can not realize the pride and delight the children have in the work of their hands. To fail to produce the best possible results through the use of material unfitted for skilled work or to have successful work that has cost much careful effort destroyed often causes a loss of interest, the tendency of which is to lower the standard of both teacher and pupil.

We must not forget that while the teacher may be content to wait long for results, he must depend upon the love of the child for his work and upon the child's satisfaction in immediate results to hold him to the required effort. Knowing how little can be accomplished without winning the interest of the child in what he is doing we can hardly afford to give him poor material or to destroy his work as soon as it is done because there is no place to put it, and thus deprive him of one of the most legitimate motives for exertion that a child can have—delight in the result of his effort.

It is for this incentive that I rejoice in beautiful paper for folding, in good paper for modeling, and in good paper and good pencils for drawing. It is for this, too, that I would repeat the suggestion made in the last report, that storage room in the school rooms or elsewhere in the school buildings be provided. There are very few buildings where some vacant space can not be found which, with a slight expenditure, could be fitted for this purpose.

It is hardly necessary to speak of the importance of good supervision by special teachers if teachers are to be held to the best work of which they are capable. Good teachers like to be visited, that their work may be appreciated by those who understand both the possibilities and the difficulties. There are few who will do their best without the encouragement that the expression of appreciation gives. Those who are trying to improve their methods desire visits for criticism and help. Poor teachers need to be constantly reminded of their shortcomings and to be made to see the standard to be attained.

The force available for supervision was not sufficient the past year, as more of Miss North's time than was anticipated was required for the Business High School. It is hoped that this deficiency will be remedied the coming year.

The increase in the number of pupils in the Central High School and the establishment of the Eastern High School and the Western High School made the appointment of additional teachers a necessity. Miss L. A. Chester, favorably known in this city as a student and teacher of art, was assigned to the care of the drawing in the two branch high schools.

Miss A. A. McKnew, one of our best primary teachers, whose marked ability had been recognized both in the high and normal schools, was assigned to the Central High School. We have reasons to congratulate ourselves on the acquisition of two good teachers, who have not only done good first-year work, but have proved by untiring industry and enthusiasm their interest in their work.

In January Miss L. K. Husted, who before the appointment of Miss McKnew, had been Miss Wilson's only assistant, resigned her position. Miss D. P. Mussey was appointed by the board to fill the vacancy. Miss Mussey is a graduate of the high school and also of the Boston Normal Art School. As she for several years studied with the end in view of fitting herself for the teaching of form study and drawing in the public schools, we may, I am sure, look forward with confidence to her success.

At your request an exhibit showing the full course in form study and drawing was prepared for the manual training conference, held in Boston, Mass., April 8-11. Subsequently another exhibit of the same character was arranged, the intention being to provide for a permanent exhibition in some central locality that would be accessible to teachers and others interested in knowing what we are doing in this direction. No suitable place was found, however, so the material is still in store.

It seems to me desirable that this plan should be carried out. Among the crowds from all parts of the country (I might say world) who annually visit Washington there are many superintendents, teachers, and others interested in education who desire especially to know what we are doing in manual training. They have usually but little time to spare, so that a collection that would largely speak for itself would be invaluable. This, once established, could be renewed from year to year, keeping pace with our improvements.

The usual school room exhibit for the reception of parents and friends of pupils was held at the close of the year. A teachers' visiting day was added, resulting, I trust, in both pleasure and profit.

My grateful acknowledgment of kindness and coöperation in all my efforts is due to supervising principals and teachers.

It also gives me pleasure to testify to the faithfulness and efficiency of the assistant teachers in both supervision and teaching.

Permit me to acknowledge my indebtedness to yourself. The broad educational principles underlying all subjects so constantly presented by you to principals and teachers have been to me an inspiration. Your interest in the work has sustained me, and to your efforts to provide material and other means for its accomplishment, is largely due the measure of success attained.

Very respectfully,

S. E. FULLER,
Directress.

HON. W. B. POWELL,
Superintendent Public Schools,
Washington, D. C.

MANUAL TRAINING.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: The work of the year just closed, the fourth since the practical establishment of manual training as a part of the public school course, yielded results especially satisfactory and encouraging. These results were, however, no more than was expected, as the conditions were right for their accomplishment. The work of each of the previous three years had been to a greater or lesser extent experimental. In the second two years of the training modifications of the original courses were made in the various shops, the results being carefully watched, studied, and compared. With the knowledge thus gained the work of the fourth year was planned. Having had a share in designing the course originally followed I take satisfaction in being able to say that the course of work of the past year was, in general and in detail, more like the original one than any of those tried in the intervening years.

In addition to having a better course or plan of work, other conditions were favorable. The boys in all grades above the first had had some previous training; the instructors, with the exception of the new men, were acquainted with the work; knowledge of proper methods was more definite; experience had shown the abuses to which the work is liable, and how to guard against them. In short, we knew more and better what things could and ought to be done as well as what things must not be done or attempted.

Thus prepared the work was begun. The teacher's manual was issued early in the year. The manual aims, in the main, to be simply a collection of suggestions both in general and in detail. The need and consequent value of specific suggestions in such form had been emphasized more and more each year, by the lack of success of those instructors who could not be brought to feel the importance of plan in their work as well as by the real success of those whose methods were characterized by plan. The suggestions may be said to be merely the practice of the most successful teachers formulated.

The individuality of instructors is by no means discouraged. On the contrary, originality is counted to be a valuable characteristic whether possessed by teacher or pupil. The effect of the manual was to aid in giving to the work in the various parts of the city a unity which it did not have before, and in so directing the individuality of instructors as to insure a unity of purpose and effort. So, while at first sight the work of some shops seemed to differ from that of others it could be seen readily that there was not a difference in the kind of work done. The same principles were taught, giving, therefore, the same training. In general, the year's work has added a stability and consequent dignity to the system of shop instruction.

The results of the work in the county was somewhat uneven. The

unevenness was not so marked between the two distinct classes of pupils as among those of the same class of pupils from different parts of the county. The quantity of work done seemed, therefore, to depend, for the most part, on locality and home surroundings, environments. After making allowances for certain hindrances so far unavoidable, it may be said that the work of the country boys compared very favorably with that of the city boys. Whether, as some maintain, the greater natural opportunities of the country boy for such work, coupled with a like ability will help him to better results than those reached by his city neighbor, is yet to be proved in our experience. It has not yet had a fair trial.

In the high school grades of the training substantial progress is evident. The facilities in all departments were greatly improved, and the results, if not entirely satisfactory to instructors and pupils, fully justified the expense incurred. There is satisfaction also in having made the best of even limited opportunities by having all arrangements the best that circumstances will allow.

Looking to the future of the higher grades of the training, it must now be evident, that however perfect the system may be made under the present plan, and however excellent that plan has been and is, yet the work has its natural limitations, which become more apparent with this perfection of system. The demand in all the higher grades is for more time. Half enough is not now allotted. If the time be doubled or twice doubled, the student who takes shop work will be forced to give up something else in his course to make room for it. That is, he will be obliged so to select his course of studies as to give to manual training its proper share of time. When a number shall have chosen such a course we shall have in reality a manual training department. Recognizing this, why not organize and offer it as such? Then, the need of a new, specially designed building for shops would become a necessity, as the present quarters could not be made adequate. But unless I entirely misjudge the inspiration that a new building, the home of a special manual training department, would be to the prospective high school boy, I am not wrong in believing that the new building, instead of a building consisting of shops only, should be a building consisting of shops and class rooms and should be called a Manual Training High School.

In attempting to meet the demands of the work, such a step would necessarily be the result. It would not be an experiment, as other cities have proved it wise. It would be consistent with the policy defined by the establishment of the Business High School.

Respectfully submitted.

J. A. CHAMBERLAIN,
Director.

Hon. W. B. POWELL,
Superintendent Public Schools,
Washington, D. C.

PHYSICAL CULTURE.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I submit herewith my report for the year ending June 30, 1891.

The work of the second year of physical training has been an outgrowth of that of the previous year. The same old truths respecting position, breathing, and carriage which form the basis of all physical work were repeatedly presented, each time in a new light, a sufficient number of new exercises being given to keep up the interest and to give variety. We believe that a few exercises, each with a definite object in view, if well practiced, will secure better physical results than many attempted but poorly done. This we have frequently emphasized in talks with teachers. Aiming at perfection is one of the means employed to interest the children, who are induced to take a pride in the performance of each exercise.

We have worked slowly and carefully, trying to place in the mind of the child the right concept of a good carriage, so important for health. This we have done, not by giving vague directions, but by actual presentation of the best form before the eyes of the children. Best examples are taken from the class, brought to the platform in view of the others, who are required to note the good points and to try to imitate them. Thus the better way is brought clearly and constantly before the eyes and into the consciousness of the child, while bad habits are kept in the background. This requires years of constant practice, criticism, and patience if the good way is to become a habit.

Pupils have been trained when rising to do so with ease, without unnecessary motions, and without leaning on the desks for support. A good standing position is immediately taken. Many teachers insist upon this being done at all times during the day when the children have occasion to stand. Some have expressed to us their pleasure at the marked improvement in this respect.

Walking lessons were given, in which each pupil was required to hold the chest high, the head erect, and to carry the arms loosely at the sides; to walk lightly and freely, swinging the leg from the hip. Keeping these same points in view, each class was given a lesson in walking upstairs. In many cases whole schools took this as an exercise, the teacher mindful of the erect carriage of the body and correcting any tendency to stoop while ascending.

This matter of changing the habits of years, growing out of old ways, into new and better ways, is a slow process. Constantly to encourage and hold a pupil up to that which he knows to be best is a labor of great patience, requiring almost Christian fortitude. However, a great improvement has already been noticed in the general bearing of pupils, and as the years go by, when teachers shall receive pupils who have

have had this training from the first grade up, the work will become easier.

Promptness and quietness in obeying signals for rising and sitting, cultivating the habits of obedience and precision, have been insisted upon. In some schools the degree of excellence reached in this respect is beyond criticism, teacher and children taking a pride in the work.

Each day something was done in deep breathing. In the lower grades this was little more than a few full, deep, vigorous breaths taken in an erect position, at the direction of the teacher. In the higher grades the hands were placed at the waist in front in order to fix the attention upon the diaphragm, from which point the breath should come, as an exercise, strongly, slowly, and evenly. When we get our children to force the breath from the diaphragm we shall have made a great step toward procuring good tones in speech and singing.

In this connection were given a few simple exercises to strengthen the muscles of respiration and give mobility to the articulations of the thorax.

EXERCISES.

The qualifications of an exercise to warrant its introduction into the schoolroom are four in number. To meet these qualifications each exercise must be tried by the following tests:

- (1) Has it a definite physical purpose? Will any physical gain be the result?
- (2) Is it adapted to the age of the child?
- (3) Is it simple, so that it can be readily understood by the child and led by the average teacher?
- (4) Can it be executed in the space between the desks?

Many exercises, excellent in themselves, yet failing to meet one or more of the above requirements, must be denied a place in our course. The choice of exercises demands careful discrimination, the result of much thought.

The first requisite is all important in a scientific system of physical culture. It has been our aim to avoid desultory gymnastic work, which is the fault of much which goes under the name of physical culture. Indeterminate movements have no educational value, either from the standpoint of health or that of harmonious development.

SYSTEM.

We have chosen to adopt neither the Swedish nor the German system as a whole, these being the only systems which have thus far been adapted to school work. Even if desirable each system, if adopted in its entirety, would require a gymnasium for each school building. However, in order that our work may not fail in being systematic, we have endeavored to apply certain tests which seem to us necessary in a system of physical culture.

- (1) Is it based upon the needs and laws of the human body?
- (2) Does it aim to secure a good carriage, a symmetrical and harmonious development, and aid in securing to each pupil his maximum of growth?
- (3) Is the whole a unit or entirety, with dependent parts joined for definite purposes?
- (4) Are the parts sequential, proceeding from the simple to the difficult, aiming at definite and related results as the work advances?
- (5) Is it graded, so as to be adapted to the age of the pupil?

Having chosen suitable exercises, these are divided according to difficulty, to correspond with certain groups of the school grades. The divisions at present are between the second and third grades and between the fifth and sixth grades, making three groups. A closer division has not been attempted, since the higher grades at present need many of the simpler exercises which are taught in the lower grades.

In the first and second year little more than play work is attempted, involving, however, the necessary preparation for the regular educational gymnastics of the third grade.

The exercises lead from those which are simple to those which are complex. One exercise often forms the basis for another which is to be given in a following lesson. Later in the year simple exercises are combined. Thus the year's work by progression makes one connected whole, one part being dependent on another.

In a perfect lesson each part of the body in turn receives attention. Accordingly, having made a general grouping into trunk, head, arm, leg, breathing, and voice exercises, we choose one exercise from each of these. This is done to avoid irregular development. In this way one part of the body can rest while the other works, weariness being thus prevented.

SUPERVISION.

Owing to the increase in the number of special teachers of physical culture, we have been able to give regular instruction not only in every school in the city, but also in the schools of the county, except in those which are most isolated. The hard work of supervision of last year, due to the great number of schools to be visited by the corps of only three teachers, has been greatly lessened by the assistance of Miss Brockett. There is no necessity now for the health teacher to work over the regular number of school hours, which was frequently the case last year. In securing these results we have not attempted to increase the number of visits to each school. As the work is now planned, each health teacher has a certain number of school buildings under her charge for the year. These are visited once in every twenty school days for the purpose of giving a lesson to each school. One-half an hour is the average amount of time given to each lesson. Ten minutes of this time are devoted to a review of some of the previous work by the

regular teacher. This is done to help the teacher by correcting any error which may have arisen, and to get a better idea of the daily work of teacher and class. Helpful suggestions are given at recesses or at other opportune times. Except when delayed by one-session days, in which case a building is revisited, the schools are visited with such regularity that the teacher of the school can tell on what day, and frequently at what hour, to expect the health teacher. We have aimed at this systematic distribution of the work to avoid, as much as possible, breaking into the daily programme of the schoolroom.

TIME.

According to the relative importance of the subjects taught in the different grades the amount of time to be devoted to physical culture in each grade, as given in your last report, is as follows:

Grade.	Weekly.		Daily.	
	Hr.	Min.	Hr.	Min.
First.....	1	35		19
Second.....	1	35		10
Third.....	2	5		25
Fourth.....	2	0		24
Fifth.....	1	10		14
Sixth.....	1	10		14
Seventh.....	1	0		12
Elghth.....	1	30		18
Average daily time.....				18½
Average weekly time.....			1	30
Average per cent of entire school time.....				6.72½

This amount of time is sufficient for the present, and if daily devoted to gymnastic work, good results will be secured.

Judging from results already obtained, we believe that faithful work has been done by the teachers. However, when the general school work seems to crowd in upon the teacher, the temptation to omit that for which he is least accountable becomes great, so that we feel it needs the combined influence of superintendent, supervising principals, and health teachers to secure the relative amount of time and effort due its importance.

TEACHERS' WORK.

This year's work has been easier for the teachers on account of having a better understanding of its scope and a better knowledge of its details. As shown by the regular reports made on observations of the teachers' lessons, we consider that of the 449 schools which have received regular instruction, 207 were excellent, 194 were good, 42 were fair, and 6 were poor.

The knowledge of the teacher and his ability to inspire interest in the children, determine the results. To the teachers, and not the material

taught do we give the credit. Frequently the best work is seen and most interest manifested in parts of the city where the element is below the average. This has been most gratifying when we consider that it is such children who are most in need of body training. This has been the result of your plan of placing good teachers in schools where they are most needed.

NORMAL SCHOOL.

During the year, one hour each week was devoted to physical culture by the normal class. The work done by these pupils comes under the following heads:

- (1) Physical exercises for adults.
- (2) Methods of teaching school gymnastics.

Knowing only too well that the better the model the better the imitation, these future teachers received such instruction as would be of benefit to them personally and would also make them competent to lead in all the school gymnastics.

It is to be hoped that with the introduction of physical training into the high school, so great a portion of the time need not be spent in improving the general carriage of the normal school pupils, and in substituting graceful for awkward movements.

CONCLUSION.

In comparing the results of the second year with those of the first, we think that we have reason to feel encouraged. A better understanding of the aims and methods of school gymnastics, and the addition to the teaching corps of 45 normal pupils trained for the work have been steps in advance. The proposed printed instructions which we hope to have next year will greatly aid in furthering the department of physical training.

In closing, I wish to thank the teachers for their coöperation in all our efforts to improve the physical condition of the pupils.

My thanks are specially due to the assistant health teachers, Misses Squier, Coleman, and Brockett, upon whose daily work of presenting new lessons to the pupils so much of the success of the physical culture department depends. They have been most enthusiastic and faithful in carrying on the work as planned, and have ever given me their willing assistance.

To you I am deeply indebted for that support which a new department of public school work always needs. Your encouragement and help have been most gratefully received.

Very respectfully,

REBECCA STONEROAD,
Directress.

Hon. W. B. POWELL,
Superintendent Public Schools,
Washington, D. C.

SUPERINTENDENT COOK'S REPORT.

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SUPERINTENDENT COOK'S REPORT.

WASHINGTON, D. C., November 1, 1891.

The Board of Trustees of Public Schools of the District of Columbia:

GENTLEMEN: Herewith is presented the report of the schools of the seventh and eighth divisions of the public schools of the District of Columbia, generally known as the colored schools of Washington and Georgetown, for the school year ending June 30, 1891.

With this report are also submitted the reports of the supervising principals, the principals of the high and normal schools, the directors of music, drawing, and manual training, and the directresses of sewing, cooking, and physical culture.

The whole number of pupils enrolled in these schools during the year was 12,132; the average number enrolled 9,702; and the average in daily attendance, 9,163.

In the following tabulated statement statistics showing both the classification of the pupils embraced in the whole enrollment and the number in each class, with other information, are presented in fuller detail.

The whole number of pupils enrolled was 12,132. They were enrolled as follows:

Normal school.....	26
High school.....	376
Total.....	402
<hr/>	
Grammar schools:	
Eighth grade.....	401
Seventh grade.....	602
Sixth grade.....	721
Fifth grade.....	1,169
Total.....	2,893
<hr/>	
Primary schools:	
Fourth grade.....	1,391
Third grade.....	1,957
Second grade.....	2,404
First grade.....	3,085
Total.....	8,837
Grand total.....	12,132

128 PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

The entire number of schools in these two divisions was 204. They were classified as follows:

Normal school	1
High school.....	1
Total	2
Grammar schools:	
Eighth grade	8
Seventh grade	11
Sixth grade.....	13
Fifth grade.....	20
Total.....	52
Primary schools:	
Fourth grade	23
Third grade	*33
Second grade	†43
First grade	†51
Total	150
Grand total.....	204

The whole number of teachers employed was 230, of whom 205 were female and 25 male. They were employed in grades as follows:

Supervising principals	3
Normal school	4
High school	14
Grammar schools:	
Eighth grade	8
Seventh grade	11
Sixth grade.....	13
Fifth grade.....	20
Primary schools:	
Fourth grade	23
Third grade	32
Second grade	38
First grade	45
Teachers of music	2
Teachers of drawing	2
Teachers of carpentry.....	3
Teachers of metal working.....	1
Teachers of cookery.....	4
Teachers of sewing	5
Teachers of physical culture	2
Total	230

The cost of schools for supervision and teaching:

Superintendent	\$2, 250.00
Clerk.....	800.00
Supervising principals, 2 at \$2,000, 1 at \$1,100	5, 100.00
Messenger	200.00
Total.....	8, 350.00
Cost per pupil (estimated on the average enrollment, 9,702).....	86

*One under instruction of assistant teacher in normal school.

†Two under instruction of assistant teacher in normal school.

TUITION.

Normal school:	
Principal.....	\$1,500.00
One teacher.....	800.00
Two teachers.....	1,400.00
Total.....	<hr/> \$3,700.00
Cost per pupil (estimated on the average enrollment, 23).....	50.00
<hr/>	
High school:	
Principal.....	1,800.00
Thirteen teachers.....	11,550.00
Total.....	<hr/> 13,350.00
Cost per pupil (estimated on the average enrollment, 345).....	38.69
<hr/>	
Grammar schools (8 eighth, 11 seventh, 13 sixth, 20 fifth grade schools).....	41,775.00
Cost per pupil (estimated on the average enrollment, 2,302).....	18.14
Primary schools (23 fourth, 33 third, 43 second, 51 first grade schools).....	†70,645.24
Cost per pupil (estimated on the average enrollment, 7,032).....	10.40
Special teachers (2 music-teachers, 2 drawing-teachers, 2 physical-culture teachers).....	5,080.00
Cost per pupil (estimated on the average enrollment, 9,702).....	.52
Teachers of manual training (carpentry, 3; metal-working, 1; cookery, 4; sewing, 5).....	9,225.00
Cost per pupil (estimated on the whole enrollment, 3,804).....	2.42
Average cost per pupil for tuition in all the schools (based on the average enrollment, 9,702).....	14.81

The following embrace among other statistics the average salary per teacher; the total cost of instruction, including supervision; and the amount paid to janitors:

NORMAL SCHOOL.

Number of teachers trained.....	26
Average attendance.....	23
Number of teachers employed.....	4
Average salary.....	\$925.00

HIGH SCHOOL.

Number of pupils enrolled.....	376
Average enrollment.....	345
Average attendance.....	332
Per cent of attendance.....	96.1
Average number of tardinesses per month.....	22.7
Number of pupils dismissed.....	0
Number of teachers employed.....	14
Average salary paid.....	\$953.57
Cost of tuition per pupil (estimated on the average enrollment).....	\$38.69

* Including the cost of teaching five practice schools. \$2,550.00.

† To be increased by the cost of teaching five practice schools, \$2,550.00.

130 PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

GRAMMAR AND PRIMARY SCHOOLS.

Number of pupils enrolled.....	11,730
Average enrollment.....	9,334
Average attendance.....	8,808
Per cent of attendance.....	94.3
Average number of tardinesses per month.....	348.7
Number of pupils dismissed.....	8
Number of cases of corporal punishment.....	93
Number of teachers employed.....	190
Average salary paid.....	\$591.68
Average number of pupils to a teacher (estimated on average enrollment).....	49.1
Cost of tuition per pupil (estimated on average enrollment).....	\$12.04
Number of pupils in <i>all</i> schools.....	12,132

SPECIAL TEACHERS.

Drawing.....	2
Music.....	2
Teachers of physical culture.....	2
Average salary paid:	
Drawing.....	\$875.00
Music.....	1,000.00
Teachers of physical culture.....	665.00
Average cost per pupil for special tuition (estimated on average enrollment).....	.52

SUMMARY.

Total cost of instruction, including supervision.....	\$151,925.24
Whole number of pupils enrolled.....	12,132
Average enrollment.....	9,702
Average daily attendance.....	9,163
Average cost of instruction including supervision, estimated on:	
1. Whole enrollment.....	\$12.53
2. Average enrollment.....	15.67
3. Average daily attendance.....	16.60

JANITORS.

Total amount expended.....	11,811.00
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The gain in the entire enrollment, when compared with that of the previous year, was 694, or about 200 per cent. of that of the previous year. It may be better appreciated through an exhibit of the same items for the last three years. In 1887-'88 the whole number of pupils enrolled was 11,040; in 1888-'89, 11,438, and in 1890-'91, 12,132. The gain for each year named over the entire enrollment of the previous year was respectively 130, 268, and 694.

A comparison of the increase in the average enrollment and in the average daily attendance from year to year in the period embraced will show in each year a gain in full consonance with that of the entire enrollment, thus proving that the degree of regular attendance was proportionately the same.

These facts are gratifying, inasmuch as they afford reasonable

ground for hope of extended usefulness through larger embrace of the school population. As indications of development, growth, and permanency, they are full of promise for the future.

FLUCTUATIONS IN ATTENDANCE.

With each succeeding year in the history of the schools the fluctuations in attendance become less and less, except when favored by some such cause as sickness of epidemic tendency. The sickness so prevalent during the past two winters is in evidence. This increasing degree of regularity in attendance, which contributes so much to efficient school progress, is doubtless due to the increase of material circumstances and to higher appreciation of the benefits offered by the schools.

The following table, in which is shown the number of pupils on the rolls the last day of each month in the school year, gives an idea of the changes.

[Normal school not included in this table.]

Months.	Pupils on the roll the last day of each month.			Average number to the teacher.			Average number on roll each month.			Average number to the teacher.		
	1889-'90.	1890-'91.	Increase.	1889-'90.	1890-'91.	Increase.	1889-'90.	1890-'91.	Increase.	1889-'90.	1890-'91.	Increase.
September	9,812	10,418	606	49	50	1	9,113	9,788	675	46	47	1
October	9,980	10,602	622	50	51	1	10,157	10,710	553	51	51	....
November	9,787	10,543	756	49	51	2	9,888	10,662	774	49	51	2
December	9,471	10,039	568	47	48	1	9,591	10,188	597	48	49	1
January	9,186	9,733	547	46	47	1	9,151	9,981	830	46	48	2
February	9,184	9,337	153	46	45	1	9,116	9,564	448	45	46	1
March	9,022	9,204	202	45	44	....	9,149	9,269	120	45	45	....
April	8,786	8,945	259	44	43	....	8,983	9,097	114	45	43	....
May	8,438	8,647	210	42	42	....	8,592	8,795	203	43	42	....
June	8,279	8,550	271	41	41	....	8,344	8,509	255	42	42	....

In the month of October there were 10,602 pupils on the rolls the last day of the month. This was the greatest for the year. The decrease from that month to June, which shows the least monthly enrollment in the year, was 2,052. The decrease from the last school day in November to that of December was 504, and it shows the greatest falling off in the enrollment between any two consecutive months. As already intimated it was due most largely to the prevalence of the grip. The average monthly decrease for the period embraced was 228, or 39 more than in the previous school year. The table also shows a slight increase in the average number of pupils to the teacher when compared with that of the previous year.

The following table shows the entire and the average enrollment of pupils and the number of pupils in daily attendance, each with per

cent of increase and the per cent of attendance based on the average enrollment for the last ten years:

[Normal school not included in this table.]

Years.	Whole number enrolled.	Per cent of increase.	Average number enrolled.	Per cent of increase.	Average daily attendance.	Per cent of increase.	Per cent of attendance.
1881-'82	8,289	1.75	6,763	2.98	6,536	3.05	96.7
1882-'83	8,710	5.07	7,070	4.53	6,815	4.26	96.2
1883-'84	9,167	5.24	7,225	2.19	6,895	1.17	95.5
1884-'85	9,598	4.70	7,689	6.42	7,287	5.08	94.9
1885-'86	10,133	5.62	8,191	6.52	7,756	6.43	94.6
1886-'87	10,345	2.04	8,448	3.13	7,956	2.57	94.2
1887-'88	11,000	6.33	8,754	3.62	8,266	3.89	94.4
1888-'89	11,130	1.18	9,049	3.36	8,549	3.42	94.5
1889-'90	11,398	2.35	9,250	2.17	8,728	2.05	94.3
1890-'91	12,106	5.48	9,679	4.43	9,140	4.50	94.4

The entire enrollment for the last year was (as shown by the table, which excludes that of the normal school) 12,106, or 708 more than in 1889-'90. The increase was more than two hundred per cent of that of the preceding year. Excepting the per cent of increase for 1883-'84 and 1887-'88 it was the greatest in the period embraced by the table.

This table in its succinct form affords an excellent view of the enrollment from year to year during the last ten years, and in the comparison it permits generally inclines to the opinion of steady and healthy growth.

When the adverse circumstances of very many in attendance at these schools are considered the per cent of attendance is remarkable. The lowest for any year in the last ten years is 94.2. The average for the period is nearly 95.

ACCOMMODATION.

There was no increase in the accommodation during the year. Appropriations, however, were made for two eight-room buildings, one in the seventh and one in the eighth division. The one in the seventh division is situated on N street, between Twenty-seventh and Twenty-eighth streets NW., and named Phillips, in honor of Wendell Phillips. The one in the eighth division is on P street, between North Capitol and First streets NW., and named Slater, in honor of John F. Slater, who donated so largely of his wealth for the furtherance of education among colored youth. These buildings, which are now occupied by the schools, add two more to that comparatively recent eight-room type, which, as a rule, shows in the good conditions of light, heat, and ventilation, in general convenience and adaptedness to school purposes, marked advance in school architecture.

The whole number of school buildings in these two divisions owned by the District of Columbia is twenty-one. With few exceptions they show good degree of adaptedness to school uses.

Of these buildings eight have been constructed within the last four years. Notwithstanding this material growth, the need of accommodation continues great. It has at no time within the history of the schools been adequate to the demands upon it. Were it once brought up to present needs, so far as voluntary attendance indicates them, there would not be required, in the continued absence of measures for the compulsory attendance of the whole school population, more than two eight-room buildings annually to meet the increase. There is need not only of additional accommodation, but of the removal of ill conditions in the existing accommodation.

Proper physical conditions constitute essential and most important factors in the evolution of the best results in the school room. Foul, poison-laden air; dim, insufficient, and improperly distributed light, are not only positively injurious to health, but inimical to those mental states through which reasonable effort is crowned with success.

The school buildings of earliest construction in these divisions are, in some or all these respects, more or less objectionable. The Stevens, which was erected in 1868, presents a striking instance of these exceedingly ill conditions. The building seems prematurely old, which is without doubt due to the cheap and indifferent material with which constructed. The light and the ventilation are of the worst character, both of which have been aggravated by the wing additions erected several years ago. The four school rooms on the third floor have been abandoned as unfit for further use. The floors of the remaining eight rooms of the original structure have become so thinly worn as to menace limb, if not life. This building occupies the center of a thick school population, and even with its much unfit accommodation, presents not enough to meet the demands for admission, save through reducing schools of third grade to half-day sessions. To remove these objectionable conditions the old original structure should be razed and rebuilt, so as to afford twelve good school rooms, as originally intended.

The Anthony Bowen building, in objectionable features, is next to the Stevens. It is the oldest of the present school buildings, having been erected in 1867. An outward view of it suggests but little, if anything, of the school building. It has eight school rooms without cloak rooms, thus necessitating the hanging of the wraps in the school room, and thereby vitiating to yet greater extent the air. It is heated by stoves, and the means for ventilation are of crude character. The stairways are so steep in rise and narrow in tread as to offer constant danger to limb and life in case of panic.

The Sumner and Lincoln buildings, both erected in 1871, are very deficient in means for effective ventilation. In these buildings also the basement floors are laid upon the bare earth, and, in the absence of the substratum of cement, peculiar to those more recently constructed, there is constant indication of the presence of soil gases. This is more particularly noticed in the Sumner, where the entrances to the base-

ment are more favorable for distribution to other portions of the building. These earth scents add to the bad conditions always present during the school sessions from the defective means of ventilating the building, and more particularly in those seasons of the year when low temperature, to insure warmth within, excludes through closed doors and windows the pure air from without. As these conditions are silent, death-dealing agencies, there should be, in the interests of the hundreds concerned, no hesitation in seeking means, if not for their entire removal at least for their alleviation.

SCHOOLS.

In the school year 1882-'83 the public colored schools of Washington and Georgetown were divided into two divisions, and designated the seventh and eighth divisions of the public schools of the District of Columbia. A supervising principal was appointed for each division, and to each about the same number of schools was given. The schools in both divisions had, at the beginning of the last school year, increased considerably in number, and proportionally more in the eighth division, in which there were 116, or 30 more than in the seventh. The main cause of the greater increase in the eighth is due, doubtless, to the lower rents in the portions of the city embraced by that division, which the adverse circumstances of a very large portion of this population compel them to avail of.

In February last a new supervising principal was appointed and another division of the schools was made. The first section was made to embrace the Sumner, Stevens, Magruder, Wormley, Briggs, Garrison, Miner, and Chamberlain schools; the second, Garnet, John F. Cook, Banneker, Jones, Lovejoy, 917 P street, and Miller; and the third, Lincoln, Giddings, Randall, Anthony Bowen, Bell, and Ambush. They were named, respectively, seventh division, eighth division A, and eighth division B. The territorial limits of these divisions, as indicated by the schools composing the group, are for the seventh division all that portion of northwest Washington west of Eleventh street, including Georgetown; for eighth division A all of northeast Washington and that portion of northwest lying east of Eleventh street; and for eighth division B all of southeast and southwest Washington.

The following table shows the number of schools of each grade there were in each division:

Divisions.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.
Seventh	15	16	11	9	8	6	4	3
Eighth A	17	13	11	8	6	4	3	3
Eighth B	19	14	11	6	6	3	4	2
Total	51	43	33	23	20	13	11	■

The enrollment of the school population was so great as to compel in several instances the placing of one teacher in charge of two schools, one with session in the forenoon, the other with session in the afternoon. The number of teachers performing this double service was 7. This was not a matter of choice, but of necessity to accommodate, as without this expedient at least 350 children seeking admission into the schools would have been wholly unprovided for. These schools were all of first and second grades, and as the salaries for said grades vary from a minimum of \$400 to a maximum of \$500, whenever it was possible the maximum salary was given to the teacher performing such double service.

There were 40 schools more than rooms. Owing to this want of proper accommodation for all schools, one room was used in many instances by two schools, one with session in the forenoon, the other with session in the afternoon. Though in no instance can this be without a lessening of the time required for most efficient instruction, and without a degree of inconvenience more or less hurtful to the interests of the schools concerned, the ill effects are the more positive as the schools advance in grade.

The number of schools of each grade thus adversely circumstanced was 96, of which 52 were of first grade; 36 of second grade; 7 of third grade; 1 of fourth grade. These conditions make a strong appeal for relief through increased accommodation.

Though there was no marked change during the year, there was evinced steady and healthy growth on all lines of work and endeavor. In the teachers' growth into fuller acquaintance with the subjects taught and in ability to interest, there are better and more satisfactory evidences of good teaching than formerly prevailed.

Less attention is given to unimportant details, and therefrom results greater time for consideration of more important topics. In short, there is greater subordination of the quantity of instruction to the quality of it, and, as a consequence, there is less "how much" and more "how well."

From the large want of the coöperating forces to be found among those better circumstanced in life, excellence in all studies pursued requires much effort on the part of the teacher. This is more especially the case in language. Though commendable progress is made, both in oral and written expression, there is at all times much difficulty in training to correct use. The reason is evident in the large and constant opposing forces of the home and its associations. From the incorrect, loose, and slovenly use of words, too often found there, habits have been formed which, even in the absence of the causes producing them, would require no little effort to remedy. In their presence and under their active influence the difficulty of removing them is greatly intensified.

As a means of alleviation, reading matter might be made to do much. Books adapted to the intellectual growth of the pupil could, not only through correct models of expression in which written, but also in the substitution of good for bad influences in the time occupied at the home in reading them, do much in the direction of the desired training. But well-selected books can not be obtained in a large majority of instances, except to the extremely limited and insufficient extent the school libraries offer.

There are about 3,000 volumes in the different school libraries of these divisions. These have been obtained by means of concerts and other entertainments, wholly through the efforts of teachers and pupils. These means for their acquisition are, in their demands and exactions of time which should be devoted to the regular school work to insure greatest progress, objectionable; and they are permitted simply in the absence of due provision.

Under the circumstances of their acquisition, the additions annually are but few, scarcely more than enough to replace those that have become unfit for further use through wear and tear. The advantages of well and judiciously selected books, not only as means through which to widen information, but in their collateral use to reënforce and further school work, are too patent to need discussion. No annual appropriation, even though slight, could be more wisely made or better placed in the promise of beneficial results to the thousands embraced by the school enrollment.

FREE TEXT-BOOKS.

The number of pupils to whom books were loaned on account of indigent circumstances, in accordance with the rules of the board, was 1,905. When the large degree of necessitous circumstances existing among this population, the almost entire absence of mechanical skill, and the want of other means of employment which bring greater compensation for labor, are considered, it is very small. While it does not afford a measure of material condition, it does indicate a most commendable degree of self-reliance. In many instances, in which circumstances place fully within the pale of the provision, there have been much hesitancy and even positive refusal, to avail of it. In the embrace of all the grades of school covered by it, the free text-book provision now comes largely to the relief of these classes. In this free provision there is much reason to believe that not only very many now in the schools will be greatly benefited by it, but others, through a greater enrollment of the school population. By such provision in the higher grades, in which the cost of books requires of the parent a much larger expenditure than in the lower, the tendency would not only be to greater enrollment but to much larger acceptance of the more advanced instruction offered by the schools than now obtains.

PHYSICAL CULTURE.

Physical training as a part of the school curriculum was introduced into these schools during the last year. From the earliest history of the schools there had been spasmodic efforts in this direction, but in the absence of specially directed and systematized effort results were meager and far from satisfactory.

Two special teachers were appointed and placed in charge of this instruction—one as directress and the other as assistant. They gave direct instructions twice a month in all schools of primary and grammar grades. This instruction was furthered and perfected in practice under the regular teacher of the school. In the ready recognition by both teachers and pupils of the physical benefits to be obtained from this training, no difficulty was experienced in securing and maintaining an interest, and in its growth there is much promise of good results under this special direction.

DISCIPLINE.

The discipline of the schools was generally of very commendable character. The idea, too prevalent in the early years of the schools, that efficient discipline is to be attained and maintained largely through physical force, gives way to constant growth in the direction of its attainment and maintenance through such moral forces as tend to produce self-restraint, and to increasing recognition of the power to be found in the teacher for its accomplishment.

The penal means used by the teacher during the year show, in the less resort, much encouragement for yet better results in the future. The number of cases of suspension was 210, or 24 less than in the previous school year. The cases of corporal punishment were 93.

As in some instances the same pupil was corporally punished more than once, the cases of infliction are in excess of the number of pupils thus disciplined. In this method of punishment there was favorable showing when compared with the cases of the previous years.

The number of pupils dismissed from the schools was 8. I am satisfied, however, from close investigation that, as a rule, dismissal is resorted to only when imperatively demanded by the good of the schools. Of these, 2 pupils were dismissed for violation of the rule with regard to firearms; in one instance, there did not appear any ill intent on the part of the pupil in whose possession it was found. The rule of the board, however, is, in such offense, mandatory and permits no extenuating circumstances to intervene in its enforcement.

The following table presents the cases of suspension, corporal punishment, dismissal, tardiness, in comparative view, during the last ten years:

[Normal school not included in this table.]

Years.	Average number of pupils enrolled.	Corporal punishment.		Suspension.		Number of cases of dismissal.	Tardiness.	
		Number of cases.	Number of cases to every 100 pupils.	Number of cases.	Number of cases to every 100 pupils.		Number of cases.	Number of cases to every 100 pupils.
1881-'82	6,763	396	6	327	5	23	1,759	
1882-'83	7,070	157	2	330	4	8	2,035	28
1883-'84	7,225	135	2	346	5	13	2,352	28
1884-'85	7,689	186	2	319	4	8	3,462	32
1885-'86	8,191	159	2	250	3	3	3,906	45
1886-'87	8,448	110	1	187	2	4	3,345	47
1887-'88	8,754	78		226	2	9	3,720	89
1888-'89	9,049	94	1	267	2	8	3,868	42
1889-'90	9,250	70		234	2	5	3,913	43
1890-'91	9,679	93		210	2	8	3,714	42
								38

The showing in respect to prompt attendance is excellent, both during the past year, and in every year of the period embraced. Not only in the opportunity it favors for fuller enjoyment of the instruction the schools afford, but also in the habit to which it trains, it is invaluable in the promise of effect upon life.

HIGH SCHOOL.

The first steps toward the organization of this school were taken in the school year 1870-'71. At that time there were in each of the school buildings a few pupils forming the advanced class. These small classes differing but slightly in their attainments aggregated not more pupils than could be instructed by one teacher. The too limited teaching force in the schools, to meet fully the pressure of applicants for admission to the schools of lower grade, was being severely felt. The only advantage to these small classes in remaining at the several buildings was that of accessibility. Their remaining, however, forced, on account of the amount of teaching force employed in their instruction, denial of all school privileges to very many others. The interests of the many were considered paramount, and therefore the few were concentrated at one point under one teacher, and the other teachers, thus freed, assigned to service in the lower grades.

The school thus formed was designated The Preparatory High School; and this designation of it continued to the school year 1877-'78. At the time of its organization the subjects pursued were about the same as those pursued in the seventh grade school.

The growth of this school in its first years was necessarily slow, from the fact that the public school for colored children had had but a few years' existence, and from the further fact that at that period the par-

ents who could afford to maintain their children at school regularly and through a full school course were very few.

It was not till the school year 1876-'77 that a curriculum embracing such studies as are usually pursued in the high school was completed and a class graduated.

At the time of its growth into a high school, the want of more convenient location and of proper facilities for securing the most efficient work became painfully apparent. In recognition of the former want, I recommended in my annual report for 1874-'75 a change of location and later, that a building of special adaptation be erected at some point that would afford reasonable accessibility from all parts of the city. Failing of its realization the recommendation was, at different intervals, repeated, the last in the school year 1889-'90, in which was made the appropriations for the present structure.

The building is situated on M, between First street and New Jersey avenue. The site on which it is erected contains nearly 25,000 square feet of ground, with a frontage of 180 feet. It is high and commanding, and faced by a broad expanse of unobstructed surface, formed by the junction of M street with New York avenue. The building is 3 stories in height with basement, and has a frontage of 150 feet and greatest depth of 104 feet. It is heated by steam. The Smead system of dry closet is used. It contains twenty-nine rooms, fifteen are class rooms; four laboratories, two study halls, one library and reading room, and one general assembly hall. The remaining rooms are used for the principal's office and other purposes. The basement contains apart from a play room, the furnace or boiler room, and dry closets, an armory 86½ feet long and 37 feet wide.

The laboratories are well arranged and, in fixtures, present an excellent degree of completeness. The site for this building cost \$24,592.50; the building, \$72,454.88; and the fixtures \$9,862.44, making a total of \$106,909.82. The details of this school for the year, are set forth in the principal's report.

NORMAL SCHOOL.

Twenty six candidates presented themselves for admission to this school at the entrance examination, which was held in June, 1890. At the reopening of the school in September following, the first 20 of these candidates, in rank of percentage attained, were admitted to the school, in accordance with the action of the board of trustees, limiting the membership to that number. On December 11, 1890, through a resolution of the board, the membership was increased 6. Twenty-six were graduated June 17, 1891.

The experimental stage of this school has long since passed. For the continuance of the good work it has largely accomplished, and is accomplishing throughout the system, through the better equipped teacher it sends forth, it is now considered an absolute necessity. Its repre-

sentatives are to be found in schools of all grades, from the first to the high school, inclusive. As should be expected, there are, of course, represented in the large body of teachers who have gone forth from this school, those differing in acquired attainments, and in those natural qualifications to be seen in the elements of personal character, enthusiasm, energy, self-control, engaging manners, and that dignity of bearing which "governs without seeming to govern;" but the average product of the school has been good and the instances of failure or even approach to it, have been exceedingly rare.

In the advancing age of our system of schools, to whose intrinsic growth it has so largely contributed, there is now to be seen annually most favorable reflection and return in the better and better qualified candidates for admission to it.

The details of the work done in this school, with suggestions and recommendations, are presented in the principal's report to this office, which is herewith forwarded.

NIGHT SCHOOLS.

Twenty-four teachers were employed in these schools, of whom 17 were female and 7 male. A new school with a corps of teachers consisting of a principal and three assistants, was organized at the Wormley school building in Georgetown. This addition to the night schools in these divisions was permitted by a more liberal allotment of the money appropriated for night schools in the District of Columbia, to the colored, than in any previous year. The amount allotted was \$2,700, or \$500 more than in 1889-'90. The amount expended was \$2,699.98.

In the location of this school the aim, as in the location of the other schools, was to select a section not to any extent provided for, and a point in the section which, under the circumstances, would afford the greatest degree of accessibility to those it offered instruction.

Of the six schools of this character, three have been located in the seventh and three in the eighth division. In the former are the Stevens, the Garnet, and the Wormley; in the latter the John F. Cook, the Lincoln, and the Randall.

Though these schools have been thus located, and for reasons stated it can not be said that they offer accommodation to any very appreciable portion of the population. Indeed, if the degree of sufficiency be compared with that of the condition whose removal or appreciable alleviation is to be effected through this public provision, the means thus far afforded have been very insignificant.

In a former report, in which I attempted to show the need of public provision for a class very largely wholly unable to provide instruction for itself, I used the following language:

That these schools may be made to do an excellent work, in serving the educational interests of a large portion of this population, is patent, from the fact that there are many youths whose circumstances in life prevent attendance upon the day schools.

In the large absence of schools of this character in the past, and the too limited provision at present, the number of youths so circumstanced is not only large but constantly increasing. The need of this public provision, especially for this class of the population, can hardly be more forcibly presented than by figures from the United States Census of 1880. At the time of the taking of that census, the number of persons, white and colored, 15 years of age and upwards in the District of Columbia unable to write, was 24,397, of whom 20,937 were colored. The per cent of the colored population from 15 to 20 years of age, both inclusive, unable to write, was 22.8; and of that 21 years of age and upwards, 59.3; while for the same periods the per cents of the white population unable to write were, respectively, 1.4 and 5.4.

In the very meager provision thus far made, when compared with the large number in need of it, it is not unreasonable, in the absence of more recent data, to infer that it has not, under the circumstances, been materially lessened within the ten succeeding years. Indeed, circumstances would rather favor the opinion of increase in the number.

The amount of money appropriated last year by Congress for public night school instruction in the District of Columbia was \$6,000. Of this sum \$2,700 were allotted to the colored night schools in these two divisions. Based upon the proportion of the colored day school population, this allotment was \$1,056 more than what the divisions would be entitled to. By putting the entire amount expended for night school instruction in the District among the colored population at \$3,000, to embrace the night schools for colored in the county, its utter insufficiency to reduce proportionately the illiteracy among the two classes of the population, becomes very apparent, in the face of the fact that there are more than five times as many colored as white persons 15 years of age and upwards unable to write.

If this provision, however, be intended more especially for youths, whose circumstances in life prevent attendance at the public day schools the larger number of illiterate colored youths shows the need of greater provision for them than now exists. According to that census there were 188 white youths and 1,400, or nearly eight times as many colored youths, from 15 to 20 years of age, both inclusive, unable to write. It is not at all improbable that, under the circumstances of the very limited public provision which has wholly prevailed, and the almost utter absence of other provision for night school instruction among the colored during the ten years that have elapsed since the taking of that census, this large preponderance of illiteracy among the colored youths has materially increased.

These figures do not include the number of youths of these ages unable to attend the day school, whose attainments vary from the simple ability to write to those requisite for admission to the high school. From the widely different circumstances in life of the white and the colored youths it is scarcely unreasonable to infer, in the want of data, that the colored youths of this class are very largely in excess of the white. The inclusion of this large and eligible number but serves to make the inadequacy of provision all the more apparent. It may thus be seen that if the free night-school instruction is intended to reduce

appreciably the degree of illiteracy among the entire population of the District, without regard to race, it must be made very much larger than it has yet been made; and if a further aim is to reduce it proportionately between the two classes of the population, its apportionment must be upon the basis of illiteracy.

Not only would the recipient of such training be benefited, but the community, in the large removal of present cause for poverty and crime, and in the expense now required for their alleviation and suppression.

The applicants for admission to these schools are greatly in excess of the provision. Very many return annually, thus showing their appreciation of the benefits offered. The attendance is not only large, but, under the many adverse circumstances, commendably regular.

The earnestness shown in their efforts and the intense acceptance of the instruction imparted reduce all occasion for discipline to the minimum. Indeed, occasion for reproof or reprimand is of rare exception.

The following table gives the entire enrollment, the average enrollment, the attendance, the number of teachers employed, and the cost for instruction:

Schools.	Whole enrollment.	Average enrollment.	Average nightly attendance.	Percentage of attendance.	Time.		Number of teachers.	Cost per night.	Entire cost for teaching.
					Number of nights.	Number of hours.			
Stevens	208	152	133	84.2	56+	113½	4	\$8.00	\$453.99
Garnet.....	204	117	96	82.2	56	112	4	8.00	448.00
Wormley	256	122	94	76.7	56	112	4	8.00	448.00
John F. Cook	279	176	151	85.9	56+	113½	4	8.00	453.99
Lincoln	241	138	104	75.1	56	112	4	8.00	448.00
Randall	207	141	122	86.9	56	112	4	8.00	448.00
Total	1,395	846	700	.....	.....	.....	24	.....	2,699.98

It is to be regretted that no opportunity has yet been presented, from the inadequacy of financial provision, to permit any instruction on the industrial lines. There is reason to believe that to this population such instruction, both from a sanitary and an economic point of view, would be particularly valuable. Another cause for regret is inability, for the same reason, to establish a department of study higher than the grammar school, and particularly on those more practical lines promising from business sources more remunerative means of support. From the want of such provision for higher instruction some are forced to withdraw from the schools, and in the continued absence of the means to provide for it the withdrawals must necessarily increase.

That a better idea may be obtained of the interest shown in these schools, of the work done, and its results, I submit in their entirety the reports of the principals of the Stevens, Lincoln, and Randall schools to this office.

REPORT ON THE STEVENS NIGHT SCHOOL.

Mr. G. F. T. Cook,
Superintendent of Public Schools:

DEAR SIR: According to the usual custom, I submit the report of the night school held in the Stevens building during the term beginning November 3, 1890, and ending April 6, 1891.

After classifying the pupils I found that the greatest number of them were in the first grade, the second grade not having over 15 in it; the third grade was very large and stood second in point of numbers; the fourth grade was well represented; in the fifth, sixth, and seventh grades the number was very small, having not enrolled more than 30 pupils during the term.

In arithmetic, those beginning possessed a good start in being able to add and subtract mentally any of the numbers from one to one hundred, though but few understood the use of figures. They were not long, however, in grasping their meaning and in readily applying them in their calculations.

In reading, constant drill was necessary, but as the term wore on marked improvement was observed in this branch of the work.

In penmanship, the pupils seemed more enthusiastic than in any other branch of instruction. Some had never formed a letter of the alphabet, yet before the close of the term all could copy the letters and many could write notes.

Lectures in hygiene were given from time to time and great interest was manifested. Talks on natural phenomena, such as may be gathered from observation and books, were frequently indulged in by the pupils and teachers, and much mutual benefit was derived from them.

With respect to their attendance I can not complain, for they seemed ever anxious to be in their seats at the appointed hour; and then when they were away the fault was not theirs, but was due to circumstances over which they had no control.

Thanking you for the uniform courtesy which you have shown and for the body of able assistants furnished, I have the honor to be,

Very respectfully,

E. W. BROWN,
Principal.

REPORT ON THE LINCOLN NIGHT SCHOOL.

Mr. G. F. T. Cook,
Superintendent of Public Schools:

DEAR SIR: The Lincoln night school opened in November, 1890, with only 53 pupils enrolled, but by the middle of the month the number had increased to 200. The majority of the pupils were as regular in attendance as circumstances would permit.

I may say that the discipline has been excellent and too much can not be said in praise of the conscientious work done by the lady teachers, whose self-example of punctuality, energy, and zeal have been to the pupils, both old and young, a grand incentive.

It was my pleasure to visit the different schools about once a week, and without exception I have found in the pupils the most eager and attentive listeners to whom it has been my duty to impart instruction.

Judging from frequent conversation which I have had with the pupils, I can safely say that the school will enjoy in the future a great prosperity.

Much attention has been given to the matter of promotions, and in all cases it has been thought best to give to the pupil the benefit of any doubt as to his capabilities for advancement, trusting that this will be an incentive for him to improve.

To you and to our esteemed trustee, Mr. L. A. Cornish, I tender my thanks for many kind words of advice and encouragement.
I am, sir, with high esteem,
Very respectfully,

WILSON B. EVANS,
Principal.

REPORT ON THE RANDALL NIGHT SCHOOL.

Mr. G. F. T. COOK,
Superintendent Public Schools:

DEAR SIR: I herewith submit with my annual report of the Randall night school one or two general remarks.

The session was both pleasant to the teachers and profitable to the pupils. The same eagerness and desire to learn prevailed as heretofore, which is evidenced in the fact that 80 of last year pupils were enrolled during the first month of the session.

The progress that the pupils have made is encouraging to the teachers and a source of great satisfaction to the pupils. The joy that the pupils of the night schools manifest in that they can do their own reading and writing is a great pleasure to the teachers and I know will be an encouragement to the school officers.

There are about 60 pupils who have been constant attendants upon the school since it first began, and therefore I have had an excellent opportunity to mark and observe their progress. These, beginning in the lowest grade, now read and write well and have made excellent progress in arithmetic.

Very respectfully,

JAMES STORUM,
Principal.

TEACHERS.

There were employed during the year in the schools of these divisions 230 teachers, of whom 205 were female and 25 male. One hundred and ninety* of this number were in charge of schools of primary and grammar grades. The remaining teachers were employed as follows: Three as supervising principals; 4 in the normal school; 14 in the high school; 2 in charge of vocal music; 2 in charge of drawing; 2 in charge of physical culture; 3 in charge of shops in wood; 1 in charge of shop in metal; 4 in charge of schools of cookery; and 5 in charge of classes in sewing.

In its composition the corps differed but little from that of the previous school year. The accessions to it were necessary to fill the 14 new teacherships that were created, and, in a few instances, vacancies caused by death and resignation.

In the perpetuation of continued employment of the teacher, the schools are permitted to reap the benefits to be derived from efficient experience, and, from this conservatism of faithful, well-tried, and acceptable service, no benefits more marked than those which contribute to the upbuilding of character through the personal power and influence of the teacher.

* Excluding 3 teachers in normal training schools.

The corps, in addition to much extended experience, also represents a large degree of specially trained service. Of the entire teaching force, 150 are graduates of normal schools, and of this number 143 are the product of our own system. As a rule our teachers are energetic, enthusiastic, and alive to the importance and responsibility of their work. The impression gains steadily that the efficiency of their schools is but the reflex of the qualifications and qualities which they themselves bring to their work.

The absence of teachers from their schools from time to time during the school year, was quite considerable. The number of days aggregated 799½, or 297 less than in the previous school year. In some of the school buildings the absence was considerably more than in others, from which the impression seemed largely to obtain that local sanitary conditions contributed much cause.

An occasional examination of the air and other conditions through which health may be impaired, by such analyses and tests as may be necessary, would not only indicate remedy if supposed conditions were found to exist, but also remove mental worry, if the impression be wrong.

The great dependence of the success of the school upon those health conditions of the teacher which insure her constant and full attention to the duties of her position presents sufficiently strong reason to remove all doubt in this respect.

JANITORS.

There are 23 persons employed to take care of our school buildings and schoolrooms. As a rule they are men, honest, reliable, and faithful in the discharge of the duties imposed upon them. When viewed from a sanitary standpoint, the interests of the schools demand that only persons of such characteristics should be placed and held in these positions.

The janitors are divided into two classes, one salaried by act of Congress, and the other in charge of a single room or several rooms, for which there is a uniform monthly rate per room. The salaried class receive salaries varying from \$165 to \$1,100, determined by the size and capacity of the school building. The majority are in charge of our so-called eight-room buildings, and receive each \$500 per annum. I say so-called, because the numerical designation embraces only the eight school rooms, which have but slightly more than one-half of the floor surface of the entire building. In addition to these eight schoolrooms are eight cloakrooms, one teachers' retiring room, and in some instances two retiring rooms, two large stairway halls with stairways, and a basement, containing play rooms, closets, furnace and fuel rooms, which occupy one-third of the floor surface of the entire building.

To put and keep in order and cleanly condition a building of this capacity severely taxes the time and ability of the average man; so

much so that, in many instances, he finds it necessary to employ help, paying for same out of his own salary. In the more capacious buildings the salary is larger, perhaps in most cases proportionately so when considered with respect to the number of schoolrooms they contain; but these buildings are generally heated by steam, and in the constant attention to be given to the heating apparatus during the larger part of the school year require more help.

Next to the teachership this service both in the amount of expenditure required for its maintenance and in the nature of it is most important. It means much to have our schoolrooms, buildings, and premises kept in such condition as to present models to the hundreds who spend so large part of their wakeful hours in and about them. These mute, silent educators should not be overlooked. The lessons taught in the ordinary virtues, order, neatness, cleanliness, are valuable, the more so in the many instances in which poverty and the ignorant entailments of the past deprive of such conditions in the home.

Another and very weighty consideration should be the character of the personal service. It should be of men not only imbued with the necessity of the best conditioned material surroundings, but whose habits and conduct are of most exemplary nature. The necessity for frequent contact with both teachers and pupils demands these qualifications. To have such personal service, the pay should offer more inducement than it now does.

From much observation of the work required, I have long been of the opinion that our janitors are not sufficiently paid for the service expected of them. I would earnestly recommend action looking toward an increase in their salary.

STATISTICS.

Statistics present a good and convenient basis upon which to construct the permanent record of the growth of our schools. If accurate and reliable, they present facts as well as information in such epitome as to afford convenience denied to theories and discussions. It has always been an aim through the school year to give to this division of the work that attention essential to accuracy and confidence, and it is believed with an eminent degree of success. In addition to their quite liberal use in the body of this report, as they pertain to the several subjects under discussion, a fuller exhibit accompanies it as an appendix.

MANUAL TRAINING.

An additional shop was fitted up with twelve benches and the necessary tools. It was located at the Randall building, and in instruction restricted to the first year work in wood. Its location served well the convenience of many boys attending the schools in southeast and southwest Washington, and saved much time formerly lost in going to and from the shop located at the Miller building. The number of pupils

enrolled in the shops in woodworking was 518; they were drawn from the high school, eighth and seventh grade schools, and in some instances from schools of lower grades when the size and age of the pupil favored.

The shop in metal working is located at the Miller building. In the addition to its incomplete equipment it was made to do more varied and effective work than in previous years. It was, however, considerably cramped for the want of space, but this difficulty has been removed in the extension of the building in which it is located since the close of the school year. There were 88 pupils enrolled in this shop—from the high school and eighth grade.

In both wood and metal shops the training was excellent and satisfactory. An exhibition of the products of the year was given at the Miller building during the closing days of the school year. It was very largely attended by parents and citizens of all classes; and it elicited much praise, both on account of the variety and the excellence of the exhibit. These were made to embrace the crude as well as the finished efforts of the pupils, and, in embracing work from all pupils under instruction, revealed the varying aptitudes.

The report of the director sets forth in detail the working of the shops.

COOKING.

The facilities of this department were extended by the opening of another school. It was located at the Randall building. This school not only gave opportunity to extend the instruction, but also to remove largely the inconvenience in the distance from the schools in southeast and southwest Washington to the Miller building, to which the pupils were formerly sent.

By the appointment of another teacher to take charge of the new school, the number of teachers in charge of this instruction was increased to four.

The number of pupils to whom instruction was given was 567, of whom 265 were of seventh grade, 194 of eighth grade, and 108 of the high school.

The interest continued unabated and results were generally satisfactory. The only drawback seemed the lack of opportunity at many of the homes to practice the instruction given in the advanced course, owing to the cost of the material.

The amount of money expended by these schools for the groceries and provisions necessary for their operation was \$318.82, or an average of \$79.70 per school.

Fuller details are given in the report of the directress.

SEWING.

The corps of teachers in this department of industrial training was increased one, making in all five. This increase, though not relieving the too great pressure upon the energy and time of the corps of the

previous year, permitted the opening of two dressmaking shops. These shops were opened January 5, and were located at the Stevens and John F. Cook buildings.

This year was the first in which any pretension was made to grading pupils in sewing. A regular course of instruction was prepared for the several grades of schools, in which sewing is taught and put into execution. Its fulfillment was commendably satisfactory.

Instruction in the dressmaking shops was restricted to pupils of the sixth grade, the highest grade in which sewing is taught. At this stage of school life there is, as a rule, neither the age nor the maturity essential to the attainment of the best results in this work; therefore, it was necessary to select for these shops the older and larger pupils of the grade. The eighth grade will furnish more suitable material, and in case of extension of training in dressmaking beyond one year, the seventh and eighth grades.

I am of the opinion that after the first year of instruction in cooking it would be well to permit choice between instruction in cooking and instruction in dressmaking.

Ninety girls were enrolled in these shops. The number of patterns made by them was 149 and the number of dresses 90.

The number of pupils receiving instruction in sewing, excepting those enrolled in the shops, was 2,631.

The amount and character of the work done, with other useful and interesting information, are given in the accompanying report of the directress of sewing.

The results of each succeeding year tend to confirm the wisdom of the introduction of manual training into our schools. In the fact that there has been no subversion of the formerly existing arrangement, in the establishment and maintenance of such equilibrium between the more purely intellectual pursuits and the innovation of the present, it would appear that the experimental stages have passed. In the results thus far achieved there are recognized educational agency and practical utility; but while the educational side is recognized and appreciated, may it not be a question as to whether the economic or utilitarian side receives, under the adverse and largely peculiar circumstances in which the youths of this population are placed, sufficient appreciation and recognition?

It will not be denied that this training encourages habits of industry, creates a taste for regular employment, suggests a resource against idleness, and contributes largely to the power of self-support. No other community can present a larger and riper field for its encouragement. In my opinion, in no way could the public-school system render more lasting benefit to the youth of this community than by such provision as will extend and enlarge training of this character.

A course parallel with the high-school course, in the time required for its completion, with one half pursuit devoted to manual training

and the other half to the ordinary studies, but most largely to those related to and in support of excellence in this kind of instruction, would not only permit the admitted benefits of mental discipline from both, but would also confer the means for the betterment of material conditions and for obtaining and maintaining a comfortable livelihood after school days shall have passed.

Very respectfully,

G. F. T. Cook,
Superintendent.

STATISTICS.

TABLE I.—Showing the number of half-day schools of each grade in the seventh and eighth divisions, and the buildings in which they are located.

Schools.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.	Schools.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
Magruder	3	3			6	Jones.....	3	3	2		8
Miner	1	1			2	Lovejoy	2	1			3
Stevens.....	4	3			7	Wilmot.....	1	1			2
Briggs.....	2	3	1		6	Lincoln.....	4	3	1		8
Wormley	2	2			4	Giddings	3	2			5
Chamberlain.....	1	1			2	Randall.....	4	2			6
Garrison.....	3	1			4	Anthony Bowen.....	2				2
Garney.....	3	1			4	Bell	4	3			7
John F. Cook	4	2	1	1	8	Ambush.....	2				2
917 P street NW ...	1	1			2	Total.....	52	36	7	1	96
Banneker.....	2	2	2		6						
Miller	1	1			2						

TABLE II.—Showing the number of school buildings and schoolrooms occupied (owned and rented) in the seventh and eighth divisions for the last ten years.

Years.	Buildings.			Rooms.			Years.	Buildings.			Rooms.		
	Owned.	Rented.	Total.	Owned.	Rented.	Total.		Owned.	Rented.	Total.	Owned.	Rented.	Total.
1881-'82	9	3	12	87	19	106	1886-'87	11	4	15	112	17	129
1882-'83	9	3	12	87	19	106	1887-'88	13	9	22	129	28	157
1883-'84	10	2	12	95	15	110	1888-'89	13	8	21	129	27	156
1884-'85	10	2	12	95	15	110	1889-'90	18	4	22	156	21	177
1885-'86	12	4	*16	114	17	131	1890-'91	18	4	†22	‡166	§22	†190

* Building owned by first six divisions given up at end of the school year.

† Including one two-room building (free of rent to the District of Columbia) given up at end of the school year.

‡ Including one room for normal school and two rooms for manual-training and cooking schools, two rooms for sewing schools and six rooms that can not be used at Chamberlain.

§ Including eleven rooms for high school and six rooms for manual-training and cooking schools.

Number of grammar and primary schools, 202.

TABLE III.—Showing whole grade enrollment of pupils by sexes in the seventh and eighth divisions for the school year ending June 30, 1891.

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	2	24	26	.21
High school	82	294	376	3.10
Eighth grade	112	289	401	3.31
Seventh grade	184	418	602	4.96
Sixth grade	241	480	721	5.94
Fifth grade	453	716	1,169	9.64
Fourth grade	552	839	1,391	11.47
Third grade	857	1,100	1,957	16.13
Second grade	1,083	1,321	2,404	19.81
First grade	1,543	1,542	3,085	25.43
Total	5,109	7,023	12,132	100.00
SUMMARY.				
Normal and high schools	84	318	402	3.31
Grammar schools	990	1,903	2,893	23.85
Primary schools	4,035	4,802	8,837	72.84
Total	5,109	7,023	12,132	100.00

TABLE IV.—Showing the whole number of pupils enrolled in the seventh and eighth divisions in each grade, and per cent of enrollment for the school year 1889-'90 and 1890-'91 with increase and decrease.

Grade.	1889-'90.		1890-'91.			
	Whole enrollment.	Per cent.	Whole enrollment.	Per cent.	Increase.	Decrease.
Normal school	40	.35	26	.21		14
High school	345	3.02	376	3.10	31	
Eighth grade	386	3.37	401	3.31	15	
Seventh grade	577	5.05	602	4.96	25	
Sixth grade	721	6.30	721	5.94		
Fifth grade	1,300	11.37	1,169	9.64		131
Fourth grade	1,002	8.76	1,391	11.47	389	
Third grade	1,335	11.67	1,957	16.13	622	
Second grade	2,137	18.68	2,404	19.81	267	
First grade	3,595	31.43	3,085	25.43		510
Total	11,438	100.00	12,132	100.00	1,349	655
SUMMARY.						
Normal and high schools	385	3.37	402	3.31	31	14
Grammar schools	2,984	26.09	2,893	23.85	40	131
Primary schools	8,069	70.54	8,837	72.84	1,278	510
Total	11,438	100.00	12,132	100.00	1,349	655

TABLE V.—Showing attendance, etc.

SEPTEMBER, 1890.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Schools.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on—	
										Whole enrollment.	Average enrollment.
Seventh division.....	3,722	3,254	3,179	97.5	*70	†69	20	.....	.....	53	46
Eighth division A.....	3,336	3,064	3,000	97.9	60	†61	17	.....	.....	56	51
Eighth division B.....	3,337	3,120	3,056	97.9	63	63	14	.....	.....	53	49
High school.....	362	350	344	98.1	1	14	.....	.....	.....	.....	.....
Normal school.....	20	20	19	98.5	1	4	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Total.....	10,777	9,808	9,598	.....	195	230	51	.....	.....	.....	.....

OCTOBER, 1890.

Seventh division.....	3,930	3,598	3,415	95.4	*72	†68	248	5	.....	55	50
Eighth division A.....	3,642	3,368	3,230	95.9	65	†63	112	2	2	56	52
Eighth division B.....	3,505	3,380	3,244	96.0	65	62	128	1	.....	.....	.....
High school.....	873	364	354	97.2	1	14	16	.....	.....	.....	.....
Normal school.....	20	20	19	98.0	1	4	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Total.....	11,470	10,730	10,262	.....	204	230	502	8	2	.....	.....

NOVEMBER, 1890.

Seventh division.....	3,727	3,542	3,383	95.4	*72	†68	237	6	.....	52	49
Eighth division A.....	3,453	3,357	3,206	95.4	65	†63	135	1	.....	53	51
Eighth division B.....	3,415	3,403	3,268	96.2	65	62	88	6	1	53	52
High school.....	364	360	353	98.2	1	14	20	.....	.....	.....	.....
Normal school.....	20	20	19	97.9	1	4	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Total.....	10,979	10,682	10,229	.....	204	230	480	13	1	.....	.....

DECEMBER, 1890.

Seventh division.....	3,625	3,437	3,179	92.3	*72	†68	218	11	.....	50	48
Eighth division A.....	2,364	3,134	2,896	92.3	65	†63	161	3	.....	52	48
Eighth division B.....	3,370	3,263	3,046	93.3	65	62	76	2	.....	52	50
High school.....	360	354	332	93.9	1	14	30	.....	.....	.....	.....
Normal school.....	23	21	20	96.7	1	4	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Total.....	10,742	10,209	9,473	.....	204	230	494	16	.....	.....	.....

* Including 5 practice schools.

† Including 1 supervising principal.

TABLE V.—*Showing attendance, etc.*—Continued.

JANUARY, 1891.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Schools.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on—	
										Whole enrollment.	Average enrollment.
Seventh division	3,633	3,381	3,173	93.7	*72	168	261	10	1	50	47
Eighth division A	3,228	3,118	2,928	92.2	65	163	101	3		50	48
Eighth division B	3,309	3,131	2,926	93.4	65	62	74	1		51	48
High school	357	351	341	97.1	1	14	29				
Normal school	26	26	25	98.0	1	4					
Special teachers						19					
Total	10,553	10,007	9,393		204	230	465	14	1		

FEBRUARY, 1891.

Seventh division	3,462	3,180	2,938	92.2	*72	168	173	7		48	44
Eighth division A	3,133	3,062	2,848	93.0	65	162	100			48	47
Eighth division B	3,196	2,973	2,712	92.2	65	163	87	2		49	46
High school	351	351	334	95.3	1	14	12				
Normal school	26	26	25	95.7	1	4					
Special teachers						19					
Total	10,168	9,591	8,887		204	230	372	9			

MARCH, 1891.

Seventh division	3,315	3,077	2,859	92.9	*72	168	192	5		46	43
Eighth division A	3,147	2,964	2,756	92.9	65	162	133	4		48	46
Eighth division B	3,103	2,887	2,664	92.2	65	163	117	1		47	44
High school	350	341	323	95.3	1	14	39				
Normal school	26	26	25	97.8	1	4					
Special teachers						19					
Total	9,941	9,293	8,629		204	230	481	10			

APRIL, 1891.

Seventh division	3,264	3,084	2,890	93.6	*72	168	179	2	2	45	43
Eighth division A	3,022	2,832	2,618	92.4	65	162	132	2		46	44
Eighth division B	2,988	2,847	2,650	93.0	65	163	74	5		46	44
High school	342	333	315	94.5	1	14	30				
Normal school	26	26	25	99.4	1	4					
Special teachers						19					
Total	9,642	9,122	8,498		204	230	415	9	2		

*Including 5 practice schools.

†Including 1 supervising principal.

TABLE V.—*Showing attendance, etc.*—Continued.

MAY, 1891.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Schools.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on—	
										Whole enrollment.	Average enrollment.
Seventh division.....	3,144	3,029	2,883	95.1	*72	†68	162	6	1	44	42
Eighth division, A.....	2,819	2,696	2,567	95.2	65	†62	94	1	.....	43	41
Eighth division, B.....	2,861	2,746	2,606	94.9	65	†63	54	6	.....	44	42
High school.....	331	324	311	95.7	1	14	28	.....	.....	.....	.....
Normal school.....	26	26	26	100.0	1	4	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Total.....	9,181	8,821	8,393	.....	204	230	338	13	1	.....	.....

JUNE, 1891.

Seventh division.....	3,027	2,966	2,879	97.6	*72	†68	62	.....	.....	42	41
Eighth division, A.....	2,689	2,633	2,554	97.0	65	†62	26	1	.....	41	40
Eighth division, B.....	2,719	2,681	2,592	96.6	65	†63	12	.....	1	42	41
High school.....	323	320	313	97.6	1	14	14	.....	.....	.....	.....
Normal school.....	26	26	26	100.0	1	4	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Total.....	8,784	8,626	8,364	.....	204	230	114	1	1	.....	.....

TABLE VI.—*Showing attendance, etc., by months for the year.*

Year 1890-'91.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number of pupils in daily attendance.	Percentage of attendance.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.
September.....	10,777	9,808	9,598	97.8	‡230	51	.....	.....
October.....	11,470	10,730	10,262	95.8	‡230	504	8	2
November.....	10,979	10,682	10,229	95.7	‡230	480	13	1
December.....	10,742	10,209	9,473	92.8	‡230	494	16	.....
January.....	10,553	10,007	9,393	93.8	‡230	465	14	1
February.....	10,168	9,591	8,887	92.6	‡230	372	9	.....
March.....	9,941	9,295	8,629	92.8	‡230	481	10	.....
April.....	9,642	9,122	8,498	93.1	‡230	415	9	2
May.....	9,181	8,821	8,393	95.1	‡230	338	13	1
June.....	8,784	8,626	8,364	96.9	‡230	114	1	1
Total.....	.....	.....	.....	.....	.....	3,714	93	8

* Including 5 practice schools.

† Including 1 supervising principal.

‡ Including 2 supervising principals.

§ Including 3 supervising principals.

TABLE VII.—Showing the absolute and relative growth of the high school of the seventh and eighth divisions for the last ten years.

Years.	Number enrolled in all grades, excluding normal school.	Number enrolled in the high school.	Per cent of enrollment in high school on enrollment in all grades, excluding normal school.	Teachers in all grades, excluding normal-school teachers.	Teachers in high school.	Per cent of teachers in high school on number of teachers in all grades, excluding those in normal school.	Number of graduates from high school.
1881-'82.....	8,289	90	1.1	143	3	2.1	9
1882-'83.....	8,710	114	1.3	147	3	2.0	(*)
1883-'84.....	9,167	127	1.4	154	4	2.6	18
1884-'85.....	9,598	172	1.8	162	4	2.5	28
1885-'86.....	10,138	247	2.4	174	6	3.4	33
1886-'87.....	10,845	276	2.7	182	8	4.4	39
1887-'88.....	11,000	361	3.3	188	9	4.8	51
1888-'89.....	11,130	416	3.7	197	11	5.5	67
1889-'90.....	11,898	345	3.0	211	12	5.6	41
1890-'91.....	12,106	376	3.1	226	14	6.1	86

* No graduating class.

TABLE VIII.—Showing the whole enrollment, by sexes, in the high school of the seventh and eighth divisions for the last ten years.

Years.	Whole number of pupils enrolled.			Per cent of pupils enrolled.	
	Boys.	Girls.	Total.	Boys.	Girls.
1881-'82.....	8	82	90	8.9	91.1
1882-'83.....	9	105	114	7.9	92.1
1883-'84.....	17	110	127	13.4	86.6
1884-'85.....	22	150	172	12.8	87.2
1885-'86.....	37	210	247	14.9	85.1
1886-'87.....	51	225	276	18.5	81.5
1887-'88.....	73	288	361	20.2	79.8
1888-'89.....	81	335	416	19.5	80.5
1889-'90.....	64	281	345	18.6	81.4
1890-'91.....	82	294	376	21.8	78.2

List of schoolhouses owned, with their respective locations and with the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms.
—	High school	M street, between First street and New Jersey avenue, north-west	1
7	Sumner	Seventeenth and M streets, northwest	10
7	Stevens	Twenty-first street, between K and L streets, northwest	16
7	Magruder	M street, between Sixteenth and Seventeenth streets, north-west	8
7	Wormley	Prospect street, between Thirty-third and Thirty-fourth streets, northwest	8
7	Chamberlain	East street, Georgetown	*8
7	Briggs	Twenty-second and E streets, northwest	8
7	Garrison	Twelfth street, between R and S streets, northwest	12
7	Phillips	N street, between Twenty-seventh and Twenty-eighth streets, northwest	8
8a	Garnet	U street, between Vermont avenue and Tenth street, north-west	11
8a	John F. Cook	O street, between Fourth and Fifth streets, northwest	8
8a	Banneker	Third street, between K and L streets, northwest	8
8a	Jones	First and L streets northwest	6
8a	Lovejoy	Twelfth and D streets, northeast	11
8a	Slater	P street, between North Capitol and First streets, north-west	8
8b	Lincoln	Second and C streets, southeast	12
8b	Randall	First and I streets, southwest	8
8b	Giddings	G street, between Third and Fourth streets, southeast	8
8b	Anthony Bowen	Ninth and E streets, southwest	8
8b	Bell	First street, between B and C streets, southwest	8
8b	Ambush	L street, between Sixth and Seventh streets, southwest	8

* Only two (fit for use) used.

SEVENTH DIVISION.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I beg leave to submit the following report of the condition of the schools of the seventh division for the year ending on this date.

The increase in the attendance in the schools of this division necessitated the formation of three new schools at the beginning of the year, making the total number of schools 86.

On the appointment of an additional supervising principal, the Garnet building, containing 14 schools, was assigned to another division, leaving in the seventh division 72* schools, in grades indicated below:

First grade.....	16	Fifth grade.....	8
Second grade.....	15	Sixth grade.....	6
Third grade.....	11	Seventh grade.....	4
Fourth grade.....	9	Eighth grade.....	3

ATTENDANCE.

The whole number of pupils enrolled was 4,125; average number enrolled, 3,245; average attendance, 3,063; percentage of attendance, 94.3.

It will be seen by comparison that these statistics vary but little from the corresponding ones of last year, yet, when we take into account the general spread of contagions among children during the past winter and spring, they show a decidedly commendable effort on the part of parents to keep their children regularly at school. They show also the high esteem in which the schools are held by the community.

Cases of truancy have been few and confined, generally, to small boys whose parents were unable, by reason of their occupation from home, to give them proper attention.

The hope of all is that the effort to have truant officers, whose duty it shall be to look after such children and insist on their attendance at school, may succeed.

DISCIPLINE.

The end of discipline is not the punishment of violaters of rules, but it is rather to train pupils to work and act in accordance with the established forms of action which are acknowledged to be right.

Its aim should be to prevent disorder and confusion by teaching pupils self-respect, self-reliance, self-control, and a due regard for authority and the rights of others. Pupils thus trained can hardly fail to make good citizens.

Supported and encouraged by parents, the teachers have been untiring in their efforts to create in their pupils high motives and pure sentiments.

*Including 5 practice schools.

The reward of such endeavors is seen daily in the better conduct of pupils in the schoolroom, on the playground, and in the street. There are, however, a few boys and girls, usually between the ages of 9 and 12 years, who are not easily controlled by the ordinary means of discipline; consequently the pernicious effect of their conduct is not confined to their respective schools, but it spreads like a contagion from room to room and infects the discipline of the entire building to which they belong. And yet, notwithstanding the deleterious conduct of such pupils, investigation, experiment, and experience have shown that but few, very few, of them are incorrigible.

After much study and experiment with such children, I found that a transfer to a quiet, gentle, sympathetic, child loving teacher, in a building remote from the home of the pupil under discipline, generally resulted in a reform which emphasizes the power of gentleness and sympathy in dealing with such children.

I wish to state a fact, not that it is new, but because it is always true and because I wish to impress it on teachers that they may profit by it, namely, that our most successful teachers are those of a cheerful, sunny, quiet disposition, yet active, firm, and thoroughly systematic in all their work. A boisterous, unsystematic, nagging teacher is an infliction, a disturbing element in school.

The teacher should draw her pupils to her by the magnet love, and not repel them by continual fault-finding and threatenings.

An ungraded school, centrally located and presided over by a teacher who has special qualifications for dealing with such pupils as I have named above would, in my judgment, reduce the necessity for suspension and corporal punishment to its minimum and save to the schools, and finally to the community, many of those who are now forced from the schools into the streets, the great school of wickedness, where they too soon learn the ways of sin and crime.

BUILDINGS.

The buildings, with the exception of Sumner and Stevens, are in excellent condition. The internal arrangement of the outhouses at the Sumner is entirely primitive and out of place in a refined and educated community. Such arrangement leads to coarseness and vulgarity.

It is to be hoped that there will be no further delay in arranging these buildings so that their accommodations shall be consistent with our instruction and with the customs of the community in which we live.

All of the rooms in the main building or old part of the Stevens are in a dilapidated condition. They are really unfit for use. The floors are worn so thin that persons sometimes in passing over them break through and cause a fright in the rooms below. There is absolutely no ventilation in these rooms except by the use of windows, a very dangerous mode of ventilation because of the liability of drafts; it

is expensive because of the loss of heat. Much of the furniture in these rooms is dilapidated and unfit for use. It has been doing service, I presume, for more than a score of years.

STUDIES.

The enthusiasm and intelligent effort of the teachers during the year just closed exceeded that of any previous year, consequently the progress made in most of the subjects taught was very gratifying.

I held a few grade meetings, in which were discussed methods of teaching history, geography, language, and reading. Most of the meetings were held in the class room, where the use of the methods discussed could be illustrated to the teachers. I regard such meetings as object lessons in teaching. Much interest was manifested in these meetings by the prompt and universal attendance of the teachers.

The indispensable value of sounds in learning to read has been demonstrated, and those who were once disposed to be skeptical regarding their value have taken hold in a manner which will greatly facilitate their work.

Decided progress was made in the method of teaching geography in the third and fourth grades.

The results in history, the teachers claim, were better than ever before.

The good work in language was kept up and gave excellent results in most schools.

Prof. Spencer gave a course of his admirable lectures, but they were given too late in the year to accomplish the end desired. Could such a course be given early in the term, I feel certain that much better writing would result.

As soon as practicable after the opening of the schools I shall endeavor to call the attention of the teachers to such faults as were found by examination to exist at the close of the year, and to suggest a remedy which will prevent them entering the work of the ensuing year.

LIBRARIES.

The growth of the libraries, I regret to report, was not large. There were, however, a few additions of good books to each library, except that of the Magruder school.

An encyclopædia, the property of the late Miss Martha Briggs, was presented to the library of the school bearing her name, by Prof. G. W. Cook, of Howard University.

With few exceptions the books in these libraries were bought with the proceeds of concerts given by the pupils of the various buildings. The remainder are donations from persons interested in the success of the enterprise. Among the volumes donated are eighteen sent by Mrs. Grover Cleveland.

I found, by investigation last year, that the books in some instances

had been badly treated by those who borrowed them from the libraries. I would suggest that a uniform set of rules be formulated and adopted for the use of all the libraries.

The table below shows the number of volumes in each library:

Sumner	269	Wormley	144
Magruder	168	Garrison	30
Stevens	155		
Briggs	101	Total	867

TEACHERS.

There were few changes in the corps during the year. I would suggest that teachers who resign before the close of the year be required to complete their records to the date of their resignations and before they receive their last pay.

The suggestion is prompted by the fact that most teachers who leave school before the close of the term neglect their registers.

There was one death in the corps during the year. Miss J. B. Evans, a young woman of much promise, passed away after a protracted illness. Her career, though brief, was made up of good deeds which endear her memory to her friends.

As a body, the teachers have done their work willingly, faithfully, and well, and I cheerfully commend them to you, to Hon. B. K. Bruce, trustee, and to the public. They have been ready and zealous in their support of my efforts to assist them in the promotion of their work. Their courtesy to me has been uniform and cordial, and I take pleasure in acknowledging my deep appreciation of the same.

In conclusion I wish to express my thanks to you and to Hon. B. K. Bruce for the cordial support which you have given to my efforts.

Very respectfully,

H. P. MONTGOMERY,
Supervising Principal.

MR. G. F. T. COOK,
Superintendent Public Schools.

EIGHTH DIVISION A.

Washington, D. C., June 30, 1891.

DEAR SIR: I herewith respectfully submit to you a report of the eighth division A for the school year ending June 30, 1891.

TABLE I—Showing distribution of schools.

Buildings.	Grades.								Schools.	Rooms.
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.		
John F. Cook.....	4	2	1	2	2	1	1	1	14	10
Banneker.....	2	2	2	2	1	1		1	11	8
Jones.....	3	3	2	1	1	1	1		12	8
Garnet.....	3	2	3	2	1	1	1	1	14	12
Lovejoy.....	2	1	1	1	1				6	6
917 P street.....	1	1	1						8	2
Miller.....	1	1							2	1
Eighth and I streets NE.....	1	1	1						3	2
Total.....	17	13	11	8	6	4	3	3	65	40

The above table shows the schools of this division after the new supervisor was appointed. Prior to that appointment, which occurred in February, 1891, there were 116 schools under my supervision. In the apportionment of the schools, the Lincoln, Giddings, Randall, Bell, Anthony Bowen, and Ambush were assigned to the new appointee; the remaining buildings, with the addition of the Garnet from the seventh division, constituted the eighth division A. The unusual increase of attendance at the Lovejoy and Cook buildings caused a doubling of two schools in the former and one in the latter.

For the want of rooms, half-day schools as high as the fourth grade existed in this division. The uniform poor results from such schools should lead to their abandonment as soon as possible. With the addition of the Slater building on P street, between North Capitol and First streets NW., great relief will come.

CONDITION OF BUILDINGS.

The buildings recently erected are all in good condition as to heat, light, and ventilation. The Banneker basement is liable to be flooded whenever a heavy rain occurs, because of inadequate sewerage. The repeated overflowing is a menace to health, and immediate steps should be taken to remedy the evil. The two basement rooms now occupied by schools in the Cook building are unfit for such a purpose, and should be abandoned as early as practicable. The ventilation and light are very poor; so poor, in fact, that the health of both teachers and pupils suffers very materially. During a cloudy day, exercises demanding

light have to be dispensed with. The windows in the Lovejoy building rattle beyond endurance on a gusty day and they are too drafty for comfort and health. The stoves, burn they never so brightly, can not sufficiently heat the rooms on windy days. This building is greatly in need of a good coat of paint, both inside and outside; the same is likewise true of the Cook, especially inside.

CONDITION OF FURNITURE.

Repairs may come and repairs may go, but the furniture in the school rooms goes unrepaired forever. In the Cook building the pupils' desks show the wear and tear of many years, scarcely a vestige of varnish remaining on many. A small outlay of money would put them in shape, thus compelling respect because the desks themselves would be respectable.

In the Jones building are several sets of very old furniture totally unfit for use, being too small, with backless chairs and bottomless desks. For two years the pupils have been cramped and crowded into these seats, to the detriment of their bodily development and to the constant annoyance of the teacher. They mar the beauty of the room and lessen the prompt and regular attendance of the pupils. In the Garnet building the furniture in several rooms is entirely too large for the pupils, so that they sit with feet dangling from the chairs. Thus, while we are striving to form the mind we are at the same time guilty of deforming the body. The janitors generally, so far as they are able with the tools at their disposal, have made repairs. As a body they are faithful and conscientious in the performance of the duties imposed upon them. For the responsibilities resting upon them the janitors are but poorly paid.

ATTENDANCE.

In the month of October occurred the largest attendance, there being enrolled 3,642 pupils. The prevalence of the measles interfered very seriously with the attendance during a part of the year. Strict attention was paid to the contagious diseases, as scarlet fever and diphtheria, to prevent their spread among the pupils. In all cases a physician's certificate to the effect that no danger existed was required before re-entering a pupil who had been sick of either the last-named diseases.

The cases of tardiness aggregated 1,011 and the number of pupils tardy reached 939, which is a remarkably good showing, considering the circumstances surrounding most of our children. Their parents being compelled to go to their work early, leave the little ones home to shift for themselves or under the care of other children but little older. Many times has permission been granted to pupils to go out and eat their breakfast, which was brought in their hands to school to avoid a tardiness.

Among teachers there were 35 cases of tardiness. This speaks extremely well for them, inasmuch as many reside a long distance from

their posts of labor. The matter of attendance and tardiness is almost wholly in the hands of the teacher, and when they fail the fault is not in their pupils, but in themselves.

DISCIPLINE.

The cases of suspension recorded, 45; 3 of which resulted in dismissal. There were 17 cases of corporal punishment. Nothing is here for adverse criticism, when we consider the number of pupils enrolled and the character of the environments of a majority of them. The failure of parents to coöperate with the school authorities is the main cause of most of the suspensions. Good teaching, gentleness of manners, sympathetic heart and voice are more potent than the show of authority, and this great truth is taking firm root in the minds of the teachers. A better acquaintance with the wants and ways of children, a knowledge of the motives which influence them, a closer study of the teacher's character in that of the pupils and of theirs in his are prime needs of those who aspire to guide and control the young while under tuition. The true teacher is guided by the laws of the learner's being; he must learn from him how to control and teach him. Hence a more intimate mingling among pupils during recesses and plays would give the requisite insight and means to handle the cases that arise. Self-control and self-respect are ends worthy of all effort, and the trend of teaching should be toward them by the piling up and on of motives to do right because it is right, and not because the sword of authority hangs suspended over their heads.

The occasional annoyance from pupils by loud talking and unseemly conduct in passing to and from school can be checked only by an influence which follows them and enswathes them. The teacher may not be able to follow them and guide them with his eye, but he can throw around them the protecting wall of his influence. More attention to the molding of the moral character is needed, not in sermonizing, not in moralizing, but in the quiet and unostentatious application of the thousand and one little things which are happening hourly and daily in every school room.

PHYSICAL TRAINING.

The regular introduction of this feature was a step long and urgently needed. The *mens sana in corpore sano* is somewhat assured by the excellent health exercises inaugurated. As an aid to discipline this teaching is efficient. It is evidenced in the better position, better carriage, and general straightening up of the pupils. The lessons on hygiene, as taught from the text-book, backed up by the practical exercises of the health teacher, possess pith and point. A well-poised, well-controlled body must and will have a reflex influence on the mind and will.

MANUAL TRAINING.

The tentative period has passed. The regular and successful work done lifts this department out of the doubt and suspicion once surrounding it, and to-day it forms a valuable adjunct to the school system. The shops at the Miller building did most excellent work, not only in the things made by the pupils, but also in the knowledge gained of the construction and management of tools and machines. We have not had mere manifestation, but instruction. The pupil by becoming a master and director of a machine frees himself from drudgery and dignifies humanity. The interest among all classes of the industrial departments was well sustained, and parents generally appreciated the training gained by their children. A more business-like air and purpose actuated all. The dilettante spirit, so conspicuous last year, was absent. Those who have had the training and skill afforded by the various departments at once become valuable acquisitions to the community. Above all they learn to respect labor and to turn their attention to avenues already open to them.

THE COURSE OF STUDY.

The effort has been to assist to a better and fuller view rather than in striving to bring forward anything new in the way of methods. Vagueness is giving way to definiteness, and teachers are doing better work because they are beginning to grasp the course in its entirety. In composition no better results were ever achieved. The difference between description and narration was clearly marked and comprehended. The outlines were good. The idioms necessary were given at the proper time, and thus their force and beauty were realized. Clear seeing as a prerequisite to clear thinking was carefully and systematically taught. Narration followed description. The pupils expressed themselves well because they were called to write on subjects within their reach. The ability to use the language before studying the laws and generalizations evolved out of it by the grammarians is beginning to be an object of prime importance in the minds of teachers and pupils.

The power to perform well and rapidly springs from repetition; therefore the need of thorough and persistent drill is urgent and apparent. Acquisitions once made must become permanent possessions by constant repetition and drill. The subjects of the course were generally well handled. The attention paid to progressive outline maps was greater and more systematic than heretofore. Geography thus taught assumes a new form and possesses unflagging interest. Comparisons between different sections in climate, soil, productions, etc., were instituted so that the facts learned to-day were reviewed to-morrow. Thus upon memory's walls were hung maps replete with facts and interest.

In history a few great dates, the cradle of events linked with the men and movements of history, were sought and taught thoroughly.

Pupils are beginning to take a just pride in the proper spelling of every word employed by them in their compositions. The constant use of the pen and pencil must eventually render our children exceptionally good spellers. The little everyday words, not the big round ones, are being learned thoroughly. If we consider the power to use words for the expression of thoughts entertained, our pupils show themselves excellent spellers.

TEACHERS.

Thanks are due the teachers for the hearty coöperation and zeal which they have at all times shown. To them is given the meed of praise for the excellent results of the year just closed. Death has taken from us two, Miss Ollie C. Freeman and Miss Margaret E. Beckett. Miss Freeman had just been graduated and stood on the threshold, earnest, buoyant, ready to do, but she was suddenly summoned to a higher sphere. Miss Beckett, after a long and faithful service, literally fell with the harness on.

Permit me to thank you and Mr. L. A. Cornish, the local committee, for the kindness and courtesy shown.

Very respectfully, *

W. S. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. Cook,
Superintendent Public Schools.

EIGHTH DIVISION B.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I have the honor to submit to you my report of the schools of eighth division B, a division created February 1, 1891, from the old eighth division and including the Lincoln, Giddings, Randall, Bowen, Bell, and Ambush schools.

In these buildings the grades are distributed as follows:

	Grades by buildings.								Total.
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	
Lincoln	4	3	3	1	2	0	1	1	15
Giddings	3	2	1	1	1	1	1	0	10
Randall	4	2	1	2	1	1	1	1	13
Anthony Bowen	2	2	2	1	0	1	0	0	8
Bell	4	3	2	1	1	0	1	0	12
Ambush	2	2	2	0	1	0	0	0	7
Total	19	14	11	6	6	3	4	2	65

These 65 schools were taught by 62 teachers, three teachers having two half-day schools each.

Condition of buildings.

	Heat.	Ventilation.	Water-closets.	Condition.
Lincoln	Good	Poor	Good	Fair.
Giddings	Excellent	Excellent	Excellent	Excellent.
Randall	Good	Good	Poor	Good.
Anthony Bowen	Fair	Poor	Poor	Poor.
Bell	Excellent	Poor	Excellent	Fair.
Ambush	Excellent	Excellent	Excellent	Excellent.

The water-closets of the Randall and Bowen schools are of the most primitive character, without partitions, and affording no privacy whatever. I wish to call special attention to these facts. Aside from the commonest requirements of decency and modesty, the baneful educational effects of the use of such closets exercise a most injurious influence upon the minds of our children. Our education particularly needs the reënforcement of every influence that cultivates modesty and refinement and protects virtue and purity. They should be put in proper condition the incoming year. The Bowen school has reached that stage of decay where money spent for repairs is waste. Its condition demands a new building. The site is admirably located for rebuilding, and a new house would remove cause for complaint of falling plaster, poor light, and worse ventilation.

I have already, in a letter addressed to you and in one addressed to

Mr. Cornish, called attention to the condition of the Bell school. This school is built near if not over the old Tiber Creek, and its foundation is laid in a soil so wet that the water settles at all times on and under the basement floors; so much so that it was deemed necessary to put automatic pumps in the basement and these pump into the sewer a continuous stream of this collecting water. The walls are damp, and during the four months next succeeding my assignment to the charge of the division I did not once enter the building that I did not find the basement floors partially or entirely covered with water. I regard this building as unsanitary in the extreme and unsafe in its present condition for the occupancy of teachers and pupils.

ACCOMMODATIONS.

Additional accommodations are wanted to relieve the crowded conditions of the Randall, Bell, and Lincoln schools. The Lincoln this year with eleven rooms had fifteen schools, and the Bell with eight rooms had twelve schools. In each of these buildings it was found necessary to make half-day schools of a third grade.

The three rooms on the third floor of the Lincoln building are very unsuitable for use as school rooms. It is almost impossible to ventilate them, and being next the roof they are subject to great extremes of heat and cold. A new building in this section would relieve the pressure on these buildings.

DISCIPLINE.

I have found the discipline exceedingly good in most of the schools. There have been comparatively few suspensions and but one dismissed, the latter for assault on a teacher.

SCHOOL WORK.

There has been a universal effort among the teachers to conform to the requirements of the course of study, and I desire to commend the enthusiasm with which most of the teachers engaged in their work.

TEACHERS.

I wish to record my appreciation of the cordial reception and hearty coöperation extended to me by the teachers. This is especially gratifying to me, succeeding as I did one whom they had so long held in the highest esteem and honor.

Death has taken from us Mrs. S. A. Martin, one of the pioneers in our school work.

Permit me to extend to you, and through you to our local trustee, Mr. L. C. Cornish, my thanks for the courtesy you have shown me.

Very respectfully,

J. H. N. WARING,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent Public Schools.

HIGH SCHOOL.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I have the honor to submit herewith my annual report for the year ending June 30, 1891.

The whole number of pupils enrolled in this school during the year was 376. The average number enrolled was 345, and the average number in daily attendance was 332. The percentage of attendance was 96.1. There were 14 teachers, including the principal.

BUILDING ACCOMMODATIONS.

This, the Miner building, was continued in use for this school during the year just closed. Its smallness and unsuitableness were referred to in several previous reports. It has prevented the development of the school, and we have, therefore, been unable to teach chemistry and botany—subjects taught in all properly constituted high schools—on account of the want of room for a laboratory and a conservatory. The assembly hall had to be used for class rooms, for recitations, and for study purposes. We are glad to know that we shall enter the new building at the beginning of the new school year, with all its modern conveniences, which the wisdom of the school authorities and the generosity of Congress have provided for us.

INSTRUCTION.

Three courses of study are offered to the pupils; but two have been pursued in this school during the year just closed—the academic course and the business course—the former requiring three and the latter two years for its completion.

We shall now state the nature and extent of the work performed in each of the subjects pursued in these respective courses, first stating our method of marking them.

MARKING.

As an encouragement to habits of study, and the means of ascertaining the relative standing of pupils, we mark their recitations and examinations, and require a general average of not less than 65 per cent in each study for promotion and graduation. The recitations are marked daily, the examinations are held quarterly, and as an inducement for the pupils to prepare more carefully for their daily recitations, rather than cram for their quarterly examinations, we excuse those pupils from examinations who have made a minimum of 70 in their recitations and have not been absent from school more than three days during the quarter. Thus both scholarship and attendance are benefited by the method adopted.

Pupils of the third year who do not make the required percentage

can not graduate. Those of the first and second years who do not reach the standard in all of their regular studies may be promoted *conditionally*. They then review the studies in which they are deficient during the vacation, and are examined at the beginning of the school year. If the examination is satisfactory the promotion is permanent; if not, they must return to the year from which they were promoted.

It is not necessary to enter into an elaborate discussion of the various methods devised to encourage pupils to study—marking, prizes, value of knowledge, etc. For large schools we find the system of daily marking the most equitable in determining the relative standard, and the most effective in stimulating pupils to study. This method, supplemented by prizes given judiciously and publicly, would be still more effective in producing the highest efforts. The “value of knowledge” may be a sufficient stimulus to mature and well-developed minds, but not sufficient to children and youths, who require the encouragement and sympathy of parents and friends.

The value of a diploma of a school is thus greatly enhanced when it is understood that it indicates not merely attendance but a reasonable amount of scholarship. The standard of a school is also raised, for pupils who are unable or unwilling to study are gradually weeded out and enter vocations more suitable to their capacity and disposition.

We should be pleased if the trustees would provide a few gold or silver medals, to be publicly distributed at the commencement, for general excellence in scholarship and for the highest proficiency in special branches.

ACADEMIC COURSE.

English.—This subject is studied during the entire three years of this course.

In the first year the pupils are required to recite four hours a week. They use Chittenden's Composition as a text book, supplemented by reading authors from the classic series. The first quarter was devoted mainly to punctuation, capitals, construction of sentences, common errors in the use of English, letter-writing, and reproduction. The second quarter was spent studying figures of speech, and writing exercises in development, description, and narration. The third and fourth quarters' work consisted in studying the history of the English language, critical study of words, and reading the following selections from Irving, Dickens, and Byron: “Rip Van Winkle, or the Legend of Sleepy Hollow,” “Christmas Carol,” and “The Prisoner of Chillon,” was taken up, and the pupils were required to write a biographical sketch of him. At convenient times the names of prominent nineteenth-century authors were given to the pupils, and they were required to bring into the class leading facts in the lives of the most celebrated.

In reading an effort has been made to show the pupils the value of the encyclopedia, dictionary, and other books of reference, by calling

his attention to personal, local, historical, and literary allusions, also to create in him a love for good literature by directing his attention to the beauties and excellences of the style and sharing his enjoyment of them.

Writing was continued throughout the year. Much time must be spent in writing in order that the pupil may learn to think and express his thoughts well. The more good reading can be done in connection with the school course the better, and as each class that enters the high school is, as a rule, better prepared than the preceding one was, more time can be devoted to this important feature (reading) in English.

The second-year classes occupied the first quarter on figures of speech and the essentials of diction. The second quarter was spent on letter-writing and composition, including outlining of topics, descriptions of natural objects and biographical sketches, most of which was done in the class room. The following method was pursued in most cases: Topics were given on a certain day, the outlines to be brought in at the next recitation. These outlines were put on the board, criticised and corrected, and then copied into notebooks. On any subsequent day which the teacher might choose paper was placed before the pupils and they were required to write a composition on any one of those topics previously outlined, a given number of lines being required. These papers are taken up and passed to different members of the class, who are to point out any errors which may be found and correct them, and give reasons for such correction; finally the papers are given to the teacher, who goes over them and points out all errors overlooked by the pupils. The remaining time was spent on the history of American literature, especial attention being given to the writings of the poets Longfellow and Whittier.

The third-year class during the first and a part of the second quarter were engaged in reading selections from Lowell and Whittier. The remainder of the year was spent on the history of English literature and in reading two of the plays of Shakespeare, *Hamlet* and the *Merchant of Venice*. They were also required to write essays on topics suggested by their reading or on the historical portion of their work.

Latin.—In the first-year class the work was substantially the same as that of the preceding year. Collar and Daniell's *Beginner's Latin Book* was used as the text-book, and the pupils were aided in learning the noun, adjective, and verb paradigm forms by the use of a syllabus prepared for them by Mrs. Cooper, the senior Latin teacher. After completing the text-book they read ten or twelve chapters of the first book of *Cæsar*, special attention being paid to construction.

In the second year the pupils read the third and fourth books of *Cæsar* and the first oration of Cicero against Catiline, together with exercises in Latin composition. The pupils are constantly examined in the grammar and construction.

The third-year class read the second and third orations of Cicero against Catiline and Cicero's oration for Archias, together with two

books of Virgil's *Æneid*. The grammar was reviewed, and exercises in Latin composition and prosody were continued throughout the year.

Mathematics: Algebra.—Upon the whole the work has been more satisfactory than in previous years. The difficulty that formerly existed, viz, pupils entering from the grammar schools at different stages of progress, has been removed, and there is now more uniformity. As a consequence more ground has been covered and better work done.

The introduction of the revised text-book has proved beneficial, and the absence of answer books has largely broken up the habit of working for answers. The effort has been made to be thorough and to encourage independence in work and originality in presentation.

Geometry.—The pupils of the second year have covered five books with many of the exercises. The class work in general was excellent. No pupils of the third year selected the subjects of solid geometry and trigonometry and surveying this year, and there were therefore no classes in those subjects.

History.—This subject is studied through the first and second years of the course, the first-year pupils reciting three times a week. In the first year the pupils were greatly aided by the introduction of Myer's *History*. On account of their immaturity the text-book is largely used with the aid of topics. The historical papers of this year showed considerable research and individuality of thought. An improvement in clearness of expression was a noticeable feature of progress.

The historical papers of the second year were exceptionally good. Topics on important English periods and on noted Englishmen were assigned early in the school year, and the last of the year was devoted to these papers. Lectures or talks on topics arranged on the board showed the keen interest on the part of the pupils for historical research and their knowledge of the leading topics of the day.

I would suggest that Myer's *General History* be made the text-book of the high school. No one book can accomplish the work, but I believe that with such an able assistant the grade work could be better accomplished. The expense, too, would be greatly lessened.

Histories of the first year alone cost \$2, while Myer's *General History* of the entire high-school course would cost only \$1.50.

Physics.—The same course in physics was pursued this year that was followed last year, and about the same ground covered. Repeated experiments and constant laboratory work accompany the exposition of the theories taught, and the pupils are encouraged to make instruments illustrating the principles of physics and practically applying the knowledge they have acquired.

In advanced physics the pupils are taught electroplating, photography, telegraphy, and the making of instruments.

German.—The study of German is limited to one year's work in the third year. The natural method, advocated by Prof. Stern and other well-known instructors of modern languages, is pursued.

Stern's Studien und Plaudereien was used in addition to Prof. Bernhardt's Sprachbuch. A little comedy was read in the third and fourth quarters.

The pupils were encouraged to speak German as much as possible in the daily recitations and to read easy stories at sight, which would increase their vocabulary while interesting them.

We would thus educate the tongue by speaking German, the ear by hearing it, and the eye by reading it.

Natural Sciences.—All the pupils of the first year in this course have received lectures once a week in physiology and physical geography. They were required to take notes of the lectures, and their notebooks were marked for neatness and accuracy as well as recitations.

BUSINESS COURSE.

There was an important change made in this course at the beginning of the school year, in accordance with the recommendation contained in my report for the year ending June 30, 1889. The subjects of stenography, typewriting, and penmanship were introduced, and the business course was thus made to conform to that of all first-class business schools.

English.—The English is taught in both the first and second years of this course. The same method is pursued as in the academic course; with a slight change, viz, the pupils are required to do more practical work in letter-writing and composition of a character more suited to business purposes.

Arithmetic.—This subject is reviewed in the business course. The pupils are required to give such explanations of the principles and methods implied in the examples as to show that they fully comprehend them and can apply them in actual cases.

In the first and second quarters of both the first and second years, with Sadler's Business Arithmetic (Part 2) as a text-book, they are required to perform most of the examples in percentage, with its various applications of profit and loss, commission and brokerage, interest, partial payments, discount, stocks and bonds, and exchange. The work done was largely individual, the examples being written on the black-board and worked in the class room under the eye of the teacher. The pupils were then required to put the work on the black-board, and, if correct, to explain to the class; if incorrect, other pupils would be called upon to criticise and correct and explain to the class.

Bookkeeping.—This subject is taught in the third and fourth quarters of the first and second years. Single entry is taught to the first year and double entry to the second.

In this subject much stress was laid upon the fundamental relations of debit and credit. Exercises tending to explain and apply the same were abundantly given, and the pupils themselves required to give explanations. The sets given in the text-books—Bryant & Stratton's

Common School and High School—were written up in succession. Much time was devoted to the explanation of the different sets, the functions of each, the character of the accounts entered, and the relations which they sustain to the whole. The business statements were carefully analyzed and abundant practice was afforded in making them, in order that the pupils might be impressed with their value and importance in showing at any time the exact condition of the business.

Commercial law.—This subject is taught in the third and fourth quarters of the second year. The text-book used is Clark's Commercial Law. The subject is taught by lectures, the pupils being required to take notes, and they are subsequently examined orally and in writing. The subjects of the lectures are: the sources of law, contracts, agency, partnership, corporations, sale, commercial paper.

Stenography.—The subject of stenography or shorthand was not begun in this school until January 1. We were not able, therefore, to accomplish as much as we would have done if we were able to begin it at the opening of school in September. The second-year pupils had a course of only five months, and could therefore accomplish but little before their graduation. The aim was to have the pupils thoroughly understand the fundamental principles and to arouse such interest as would compel a continuance of the study until they could justly claim to have completed it. Future graduates will be able to do very much better work, as each class will have the benefit of a two years' course, which length of time is absolutely necessary, when pupils are pursuing other studies also, for the proper application of the principles learned.

Typewriting.—The typewriter is an invaluable adjunct to a business course. The effect it has upon pupils as to neatness, accuracy, observation, carefulness, etc., is marvelous. Errors in grammar, spelling, and punctuation are all brought out in bold relief by the work of the typewriter. The cold type is merciless; it gives the pupil a faithful record of his ignorance and carelessness, but as a result the pupil learns to notice and correct errors that would be overlooked were they in script.

Penmanship.—Considerable attention is given to the study of penmanship. Its importance in a business course can not be too highly estimated. It is taught in accordance with the most advanced methods, careful attention being given to the proper position of the body and the correct motion of the arm and hand. Many applicants for business positions are rejected for poor penmanship, though otherwise fully qualified.

DRAWING.

The drawing was conducted in the same manner as last year. The classes consist of regular and special classes. The regular classes comprise all the pupils in the school, the special classes those, selected by the teacher, who wish to pursue the study. Both classes meet once a week.

The regular classes make designs from natural forms, which are subsequently made in clay, wood, or plaster. The special classes give their

attention to wood-carving, modeling in clay or plaster, and water-color painting. A number of the pupils in the special classes have developed a remarkable talent for this kind of work, and we have afforded them every opportunity for its development without infringing upon the great amount of time required for the performance of their regular work.

MANUAL TRAINING.

Thirty boys attended the carpenter shop for one hour once a week, and sixteen boys the metal shop the same length of time. This work is elective. The time is altogether too short to accomplish much good; it should be extended to two hours at least. It should also be made compulsory. It would be of great benefit to every boy through life, whatever position he may occupy, to know how to use tools.

I have earnestly urged this matter in previous reports and have called attention to the fact that we are behind such European nations as France and Germany in this respect. In those countries "growth in literary knowledge is accompanied and complemented, stage after stage, by a similar growth in industrial training, and the valuable results bear ample testimony to the superiority of that method."

COOKING.

Ninety-six girls from the first and second year classes received instructions once a week in cooking. They were taught how to make bread and soups, to cook meats, puddings, and the various dishes for desserts and invalids. They were instructed also in the nature of the various kinds of foods used and their adaptation to different climates.

MILITARY DRILL.

We were compelled to omit military exercises from our course this year because of the want of an armory in the building. The Washington Cadets, through the influence of their commanding officer—Major Fleetwood—kindly loaned us the use of their armory and equipments hitherto. We did not desire to impose on their kindness for another year, and we therefore suspended military drill until we entered our new building, where there are suitable conveniences. The absence of the excellent results of military training was very noticeable during the year just closed. The erectness of carriage and the precision and regularity of movement taught in previous years by military drill were wanting and were specially noticeable on account of the frequent changes from room to room necessitated by the smallness and unsuitableness of our building.

LIBRARY.

We have a small library composed of about 700 volumes, containing works of biography, science, history, politics, and fiction. This library is increased very slowly by works purchased from the proceeds of entertainments given by the pupils. If the small sum of \$500 were appropriated annually by Congress or taken from the contingent fund for the

purchase of books of reference, it would greatly increase the value of the library, and benefit the pupils in various ways, and also aid the teachers in the performance of their work.

RHETORICAL EXERCISES.

Rhetorical exercises are held in each class room during the last hour on Friday afternoon. Each pupil is required to recite, to read a selection, and to write an essay or engage in a discussion, once during the year. Once a month general rhetorical exercises are held in the assembly hall before the entire school. Each class is represented by one pupil. The literary exercises are supplemented by musical performances, both vocal and instrumental. These exercises are greatly enjoyed by the pupils and their parents and friends, whom they are always allowed to invite. The opportunity to display their dramatic and musical ability is appreciated by the pupils, and their continued development encouraged.

GRADUATION.

The graduating exercises were held in the Academy of Music. There were 86 graduates, 21 males and 65 females, 55 females from the academic course, and 6 males and 10 females from the business course. The Commissioners of the District, several of the trustees, the superintendent, the principal of the Normal, the principal of the High School, and the Hon. Robert P. Porter occupied the stage. A large invited audience of 1,800 persons filled the auditorium. The programme was as follows:

ORDER OF EXERCISES.

Overture—"Hope of Alsace"	Herman.
Waltz—"Mia Bella"	Roeder.
March—"Letter-Carriers'"	Bennett.

INVOCATION.

Polka—"Queen of Hearts"	Strauss.
Essay—The Inheritance of Woman in the Twentieth Century, CLARA H. SMYTH.	
Class History	WILLIAM D. NIXON.
Selections—"Mikado"	Sullivan
Oration—Nature and Tendency of American Institutions, ALBERT B. GEORGE.	
Valedictory	LAURA E. WILKES.
Waltz—"Life in the Tropics"	Chzibulka.

Conferring of Diplomas by the Hon. JOHN W. ROSS, Commissioner, D. C.

Address by the Hon. ROBERT P. PORTER, Superintendent of Census.

BENEDICTION.

March—"Black Hussar"	Millocker.
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Respectfully,

F. L. CARDOZO,
Principal.

MR. G. F. T. COOK,
Superintendent of Public Schools.

NORMAL SCHOOL.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: In compliance with your request I take great pleasure in submitting the following as a report of work done in the Normal School under your supervision during the school year of 1890-'91.

Eighteen girls and 2 boys, graduates from the High School, after passing the required entrance examination, were admitted September 22, 1890. December, 1890, the Board of Trustees yielded to pressure and increased the number to 24 girls, which made a total of 26. The average attendance for the year, 23, was excellent. Absences in nearly every instance were caused by personal illness or death in immediate family.

The general scholarship of the class was a decided improvement upon previous classes. They showed greater aptitude for special training, in that they seemed to be more thoughtful and hence more appreciative.

Each pupil labored zealously to fit himself for the responsible position of a true worker on mind. Besides a higher average culture, I noticed a perceptible increase in the number possessing natural power to control and impart. Of course, we can not predict with any degree of certainty as to their success when removed from the inspiration of their fellow pupils and teachers, for frequently the one giving every indication of unusual power to control fails signally when given the entire responsibility of 50 children. Even with this possibility, we dare to predict lasting and good results from the class of '91.

The course of study as prescribed by the Board of Trustees: (1) A review of each branch of study pursued in the elementary schools, for the purpose of making topical outlines, logically arranged, has received on the average one hour per week; (2) Psychology and pedagogics, three hours per week; (3) A study of each branch of education pursued in the elementary schools, to determine the order of presentation of the various parts thereof and the relative importance of each part, one hour per week; (4) Methods of instruction and practice in teaching, never less than five hours per week; (5) Preparation of lessons and larger units of work for criticism, oral and written criticism of teaching and prepared work, three hours per week; (6) Special preparation in writing on blackboard and rapid sketching for illustration and representation, four hours per week; (7) The preparation and care of appliances, three hours per week; (8) Hygiene of school room, physical care of pupils, three hours per week; (9) Educational literature, its value and use, one hour per week; (10) Lectures on moral training and examples one hour per week. Thus you see that every subject has been taught but with varying degrees of time. A close scrutiny will show you that psychology, practice, hygiene, criticism, and preparation of lessons, blackboard writing and illustrations, have received the greater amount of attention.

Teaching as an art is based upon a science, and this science is based upon the educable nature of the child and youth. This nature is triple in its character, mind, soul, and bodily organism. These three natures require careful study to comprehend them each in its own special nature and development and each in its close relation to the other; for the greatest care is necessary not to confuse matter and mind—they are diverse—yet we must never lose sight of the former while attempting to develop the latter. The child's whole nature must be studied, and from this study and observation our methods of instruction must be deduced. With this reasoning as our philosophy we start our pupils by awakening an interest in the child "as the father of the man." "Health is vastly more important than wealth;" hence physiology and hygiene are carefully studied, theoretically and practically; for the teacher is criminal who does not observe and practice the general laws of health in the management of her school. Balanced culture gives the vigorous body and the vigorous mind.

To know an individual requires interpretation as well as observation; hence the imperative need of a general knowledge of the scientific principles which form the basis of psychology. This knowledge may be acquired in three ways: First, by a close study of our own mental acts and expressions; second, a study of those persons with whom we are brought in contact; third, a close and critical study of the science of the mind. There are certain conditions upon which the success of this research depends: First, a loving interest in children; this must be the starting point with our girls and boys when they enter the training class. How may the child's act become a matter of concern? has been a sore puzzle to many of us, for experience has shown us that the average girl of 18 looks upon the child of 6 only as a nuisance to be gotten rid of as soon as possible. How may she cultivate a sympathetic insight which permits her to take on the mother nature and see the good in every act? How may she substitute a kindly, patient nature for the only impatient one which she generally assumes when she tells the "little nuisance" something, which he quite as soon forgets? Of all places home and school should be the most cheerful. The teacher must never forget how to smile.

Learning is a voluntary and good effort. The child who breathes in love from the atmosphere of the school learns more readily and remembers more easily. He is delighted to put forth the effort to retain what his charming teacher has told him she would be pleased to have him know. The surly, sour, and impatient teacher chills and freezes and fills the little one's soul with longings to get away from her. These are the efforts which educate. 'Tis the child's own mind receiving impressions which fructifying in the future make the scholar or the dullard. Our first efforts are directed toward awakening a loving interest in child nature and cultivating a sympathetic love for it. We make no attempt to exhaust the theories of psychology, much less to enter the dis-

cussion of its history and its philosophy; we aim solely to give a general knowledge of the mind, its order and mode of development, together with its relation to the physical body. One can not fail to be interested and instructed in the study of the beginnings of the human mind, "The first dim stages in the development of man's godlike reason." No thoroughly open and unspoiled mind can fail to learn much that is good from a close study of childhood as presented by Perez, Herbert Spencer's *Science of Education*, Férrier's *The Functions of the Brain*, and other books of similar character. These prepare the pupil for a proper appreciation of the study of psychology.

METHODS.

Methods of instruction are deduced from the principles derived from the study of the child's mind at different stages of development and a critical analysis of the subjects to be taught. Under no circumstances do we permit any mere imitation or memorizing of any method. A method of instruction, however beautiful it may be, needs the essence of life thrown into it by the originator. The really live, knowing teacher is mistress of her art and varies and adapts her plans and methods to suit the condition. Hence we discourage stereotyped plans. Every branch taught during the first three years is thoroughly studied as to how it may best be made helpful to the child. No one subject has provoked so much discussion or received so much attention as reading, particularly that of the first grade. "Reading is gathering thought by means of written or printed words." To gather thought implies power to select thought, to select implies power to choose, choice implies power to compare, to compare implies reason and judgment. The child of six, seven, or even eight years has but the possibilities, not the power to do. His knowledge has been wholly dependent upon personal experience and must therefore be very limited, very desultory, very superficial. The teacher is given him as a guide and leader for the purpose of bringing order out of chaos, for systematizing, for strengthening his powers to see, to do, and to say. She must give to him a substantial and firm foundation upon which to rear his superstructure, even though the task be slow and tedious. Many who are just beginning to teach fail to understand or appreciate the amount of preparatory work necessary before a child is able to gather even the simplest thought from the written or printed sentences, much less to give it out with ease and naturalness of expression. Slowly and exactly must the child be led to that which is unknown. Let us ignore then as to what he does know. He knows we say the names of a large number of objects together with their relations and conditions. I grant this, but how well is quite as important. In nine cases out of ten he fails to articulate correctly. Before another step is taken toward reading this grievous fault must be corrected, for is not the basis of oral reading pronunciation, and the basis of pronunciation articulation? The correct and distinct utterance of

sounds of language is dependent upon the correct position of the organs of the mouth and throat; these are the modes which give form to the voice. No man, woman, or child can properly articulate who has not control over these organs. From this fact it follows that the first duty of the teacher of reading is to train the children in correct habits of articulation, for its importance can not be disputed. Her second step is to train in the formation of thought and its correct expression. This step is accomplished by a series of systematically arranged object and language lessons. Many opportunities must be afforded the pupils for speaking those words and word combinations which they are to read. These exercises must be continued until they are capable of thinking and speaking easily and fluently.

Our first words are taught from the blackboard in print, script being reserved for its legitimate purpose, writing. The attention is given to phonics and phonic analysis as means for securing correct and distinct enunciation.

PRACTICE.

As well think of establishing a medical college without a clinic and hospital as a normal training class without a practice school. Theory without practice is like faith without works. Teaching knowledge however scientific must be supplemented by tact and skill which comes alone by and through personal experience.

Our pupils are given every opportunity in testing the theories which they deduce from their studies in the class-room, thus ascertaining how much they apprehend of what they have been taught. Our model schools are the first into which they go; here under the direct supervision of the regular teacher each girl is given not less than four weeks actual practice in school management and teaching. The most serious defect is that it gives so little scope for practice in real government. Hence we find a necessity for outside work in which we are greatly aided by the courtesy of the teachers of the first grade who offer their schools for eight weeks practice during March and April. The normal students are assigned singly as assistants to the regular teacher. They are constantly under the surveillance of the principal or her assistants. The regular teacher makes a daily report to one of these. I find this the most helpful of all practice work because it throws each pupil on his own responsibility and enables the teachers of the normal school to gain a more accurate idea of the capabilities of the pupils.

I cannot close this report without acknowledging and thanking the teachers of the school, superintendent, supervising principals, and trustees for their uniform courtesy and cordial coöperation.

Very respectfully,

LUCY E. MOTEN,
Principal.

MR. G. F. T. COOK,
Superintendent Public Schools.

DRAWING.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: The time has come to submit to you my annual report. It always gives me pleasure to keep you informed as to the work intrusted to my care and I shall now endeavor to present to you the facts concerning my department during the last year.

The first-grade schools were satisfactory as a whole, but many teachers do not give the time or use proper methods to secure good results. I cannot see any good excuse for either. Nearly all of our first and second grade teachers have received normal training and they understand how to use a few minutes profitably in a drawing exercise. Many of them rely too much on illustrations, instead of objects. They have been taught to use sticks or paper or any suitable object, to impress lines, angles, and other geometrical figures.

Clay is no doubt the best medium to impress form and should be used as often as possible, but many teachers dislike to use clay, and I must say that if it is not kept in proper condition it is very unpleasant to work in.

In regard to third and fourth grade schools, I noticed quite an improvement in blackboard drawing, book work, and designs made on paper.

Paper-cutting was carried on to quite an extent. Many very neat designs were made by arranging the cut papers in center-pieces, borders, etc. This work, begun a few years ago, has met with favor from both teachers and pupils.

I regret that more time can not be devoted to original work, but it can not be helped on account of the large amount of work to be done in the drawing books. Teachers have not sufficient time to do both.

There is too much copying. The child should be taught to think. I am satisfied that a great mistake has been made in this matter, for I find that but few teachers have original ideas. In fact, the word original seems to frighten them. To correct this mistake, the drawing books now used should be withdrawn and blank books substituted. I would not suggest such a change, only in schools having a drawing director.

The material work done in connection with the drawing in the fifth, sixth, and seventh grades was an improvement on last year. I attribute this to the help I received from my assistant.

The High School work was in some respects better than last year. I was pleased to note the improvement in original drawing and material work.

It gave me great pleasure to instruct the Normal School class. The young ladies applied themselves cheerfully and faithfully to the many tasks given them, thereby securing benefit to themselves and appreciation from their teacher.

Very respectfully,

T. W. HUNSTER,
Director of Drawing.

Mr. G. F. T. COOK,
Superintendent Public Schools.

MUSIC.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: According to your request, we respectfully submit herewith our report for the year ending June 30, 1891.

Previous to the close of the school year we visited the various schools under our instruction and supervision and critically compared the result of the work done the year mentioned with that of the previous year. From that comparison, we are enabled to say, it is with no small degree of pleasure we report that in most instances we perceived a very marked advancement, owing very much to the ready and willing assistance rendered by the regular teachers.

In conclusion we most respectfully call your attention to the paucity of music readers and beg that you will see that a sufficient number be furnished for those who are indigent.

Very respectfully,

H. F. GRANT,
J. T. LAYTON,
Teachers of Music.

Mr. G. F. T. COOK,
Superintendent Public Schools.

PHYSICAL CULTURE.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: At your request I submit the following report as directress of physical culture in the schools under your supervision.

I have no cause to be other than pleased at the result of the work done. This work was introduced into our schools for the first time during the school year 1890-'91, and, while it may not have reached the standard hoped for, yet the foundation was laid.

It was indeed quite pleasurable and gratifying to me to note the growing interest which pupils manifested in the various lessons and the eagerness with which they grasped them.

A child can readily see and feel the importance of physical recreation after being in a sitting position for any length of time. His muscles yearn for that freedom which only exercise can give. He is only too thankful for the change.

In the course of instruction the best positions were given and the pupils were deeply impressed with the ultimate importance from a healthy view of securing and maintaining these positions.

No one can doubt that intellectual education is very important; yet would we secure it at the expense of health? Too often do we see the rounded back, hollowed and narrowed chest, and other malformations

which will lead to more serious and deadly results if continued. By judicious exercises these are aimed to be corrected.

It is the chief end of the labor set forth to train systematically every muscle in the body. We can only hope that our efforts shall be rewarded.

The importance of deep breathing, using the abdominal rather than the pectoral muscles, was illustrated, the pupils observing for themselves the radical difference.

Exercises for the various parts of the body were given, and by constant repetition fair results were obtained.

The work was confined to the first eight grades, which were visited twice a month by the special teacher, the regular teacher being expected to practice the lessons during the interval.

I had one assistant, Miss Hattie B. George, who did very well, and of whom I can but express words of commendation. I would recommend, however, the appointment of at least one more assistant, and more efficiency will be obtained.

Allow me to thank you, the supervising principals, and teachers for great care and interest shown, and, hoping that our work during the ensuing year may show marked improvement, I have the honor to remain,

Very respectfully,

CARRIE H. THOMAS,
Directress of Physical Culture.

Mr. G. F. T. COOK,
Superintendent Public Schools.

MANUAL TRAINING.

WASHINGTON, D. C., June 30, 1891.

DEAR SIR: I have the honor to submit herewith my report of the condition and progress of the manual training schools.

The number of lessons given during the year in the carpenter shops in the eighth division was 741; the number given in the carpenter shop in the seventh division was 436, and the number given in the metal shop was 488. The number of pupils in the manual training school was 606, there being 88 in the metal shop and 518 in the three carpenter shops. In this department the work of the schools has exceeded all previous years, and the exhibit of the work near the close of the year, in my opinion, gave perfect satisfaction to all concerned. The work in the metal shop exhibited by the boys was highly complimented.

The course of instruction in this work has been followed as heretofore, beginning by squaring and trimming a piece of lumber 3 inches wide, $\frac{7}{8}$ of an inch thick, and 8 inches long, mortising and tenoning, dovetailing and inlaying, molding by hand O. G. crown, O. G. and fillet,

cove and round, cove and half-round, and nosing. The lessons included instructions on the nature and use of tools; instruction and practice in shop drawing; elementary work with plane, chisel, and saw; different kinds of joints, timber, splices, cross-joints, mortise and tenon, miter and framework; different kinds of joints used in cabinet-making, light cabinet-work; examples in building framing, roof trusses, and making small articles of furniture.

TURNING.

A course in wood-turning extended through a part of the second and third years' work. The lessons comprised, first, nature and use of lathe and tools, plain and straight turning, caliper work to different diameters and lengths, simple and compound curves, screw-plates and chuck-work, hollow and spherical turning; second, a variety of examples of whole and split patent core work, giving the pupils practice in forming irregular shapes in wood with lathe and carving tools, as well as familiarity with the nature and use of patterns for molding.

METAL WORK.

The metal shop consists of six forges and five lathes. The first lessons are given in forge work, welding, and the making of iron hooks, hasps, and staples; hardening and tempering of steel, vise work, chipping and filing in vise benches, instruction on lathe and drill chucks, drill-reamers, taps and dies, gauges, files, cutting tools, and special appliances for machinery, molding and casting in soft metal. The lessons were so arranged that the pupils in making a series of articles could become familiar with the nature of the metal under various conditions, and with the successive steps in working it by hand into simple and complex forms as the drawing indicated; upsetting, bending, cutting, punching, welding by various methods, tool-forging, tempering, and hardening. In connection with this work talks were given on the metallurgy and working of metals used in the industrial arts.

The work included cast iron, wrought iron, steel and brass, plain cylindrical turning, turning to various diameters and lengths, taper turning, facing with chucks and face-plates, drilling both in drill and lathes, reaming, boring, screw-cutting with lathes, taps, and dies; planing, slotting, etc., and milling in various forms.

Lectures were also given during the year on various subjects connected with machine work in metal, such as forms, constructions, use of machines and cutting-tools, gearing, gauge, screw threads. Some pieces of construction work were given to the classes. All drawings, with dimensions required, were put on the blackboard and then copied on paper by the pupils; thus each one works from his own drawing. This was supplemented wherever necessary by the actual construction of the lesson by the teacher before the class and by inspection and direction at the bench.

I have given the boys in the carpenter shop mechanical drawings this year, and hope to extend it largely the coming year.
Very respectfully,

J. H. HILL,
Director of Manual Training.

Mr. G. F. T. COOK,
Superintendent Public Schools.

COOKING.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: I have the honor to submit the following report of the cooking schools for the year ending June, 1891. The number of pupils enrolled were as follows: Seventh grade, 265; eighth grade, 194; High School, 108; forming respectively the first, second, and third years in cooking. The course of instruction given in the manual of cooking for our schools was strictly followed, with as much additional information as was of practical aid to the pupils. We had but little trouble to stimulate and retain the interest heretofore shown by those who had attended our schools and to accomplish our aim, which was to impress upon the minds of our girls that a thorough knowledge of cooking and all work belonging to the kitchen is as essential as any other part of their education.

SEVENTH GRADE.

From this grade children are allowed to enter our schools. It is here that we lay the foundation, striving to make the pupils understand the principles that underlie the art of cooking, by explaining fully the different processes and illustrating the same with practical experiments. The first lessons opened with talks on cooking in general, food materials, fuel, heat, etc. Having taught the making and care of the fire, blacking the stove, sweeping, dusting, and the cleaning of cooking utensils, lessons in actual cooking followed, much to the delight of the children. It was often a pleasure to note the eagerness on the part of each to be one of the number appointed to prepare or mix the different materials for a dish and attend to the cooking of the same. The simplest dishes under boiling were given—for example, beef tea, poached eggs, soup stock, etc.—and the girls observed the effect of boiling, and also cold water upon albumen. Simple dishes were also made under stewing, boiling, baking, and frying. Each step in the lesson was taken with due precision, requiring the girls to be exact in measuring, in getting correct proportions, and in obtaining the proper degree of heat necessary for the various dishes cooked.

EIGHTH GRADE.

The work for pupils in this grade consisted of a review of the first year's work and the making of numerous plain dishes under the different processes of cooking. Our aim was to show the girls that with care many nice dishes can be made, being both nutritious and palatable, yet not expensive. As much of the chemistry of food materials was taught as was essential. At the end of each lesson all pupils were required to write in their blank books a recipe of the dish made with notes on the same. By frequent reviews on the work gone over we could note the progress made and not a few could tell of good results from their efforts at home. Strict attention was paid to the neatness with which the girls would perform the work given them to do, and by having them observe our motto, "A place for everything and everything in its place," they were taught to economize both time and labor in the kitchen.

HIGH SCHOOL.

Young ladies from the high school formed our classes in the advanced course of cookery. Most of them, having had two years' training in our schools, were well prepared to take up lessons requiring art and skill. Their course took in fancy and invalid cooking. Their work was well done; but the lessons being somewhat expensive many were not able to try a great number of the dishes at home. However, the practice work at school proved beneficial to not a few.

Our schools closed with a creditable exhibition at the Miller building. Besides having specimens of the different dishes made by the scholars, lessons demonstrating our methods of teaching were given, that parents and the public generally could get an idea of our work.

The ladies who were my assistants deserve much praise for the earnestness with which they worked throughout the year. Monthly meetings were held for the purpose of suggesting the best methods for advancing the work, etc.

We feel encouraged with the result of our year's work and wish to thank the teachers having regular charge of our pupils, you, Mr. Superintendent, and Mr. L. A. Cornish, the trustee, for the hearty support given us, which contributed no little to our success.

Very respectfully,

M. B. COOK,
Directress of Cooking.

MR. G. F. T. COOK,
Superintendent of Public Schools.

SEWING.

WASHINGTON, D. C., *June 30, 1891.*

DEAR SIR: After a successful year's work in the sewing department, it is with pleasure that I tender you my report. Notwithstanding the fact that our department has to wait for the organization of the schools, which usually covers a period of ten days, we were able to start our work the 1st of October, 1890, and steady and faithful work, both by teacher and pupil, has given us reason to be proud of our labor. A regular course of instruction has been carried out in each grade, so that every class has been regularly trained, thus receiving the same benefits at the same time. Special attention has been given to the theory of the work. Pupils have been required to familiarize themselves with the origin of cotton materials, also the various articles used in the work. In fairness to the little ones of the third grade, too much praise can not be given them for the cheerfulness and earnestness with which they have struggled with the needle. Simple talks were given them from time to time, and by way of amusement sewing songs were taught them so that the sewing hour was one of both profit and pleasure to them. The work of this grade consisted principally of the making of work aprons, handkerchiefs, and neckties. Patching, buttonhole-making, and the art of neatly sewing on buttons have been the principal features of the fourth grade, while darning has been introduced into the fifth grade, together with tailor patching, with marked success. After these, special practice lessons were given, and the various kinds of garments suitable to the grade were made.

Large garments, with fancy stitching, also fine needlework, have been carried on in the sixth grade. The pupils in this grade have been taught to cut and prepare all of their work, which, in the majority of cases, has been successfully done. Quite a new feature of the year's work has been the applying of designs in drawing, such as borders and scrolls on gingham aprons and dresses, using the ordinary darning cotton for the outline. This has been very pleasing to the pupils. It has shown to them the benefit of a darning lesson and how these designs can be applied to materials, thus taking off the ordinary look and giving it a more refined appearance; it has also taught them an amount of originality, as some of the designs made have been very pleasing in their effect. These occasional diversions, together with fancy stitching, are regarded as pleasing practice lessons. It tends to arrest the monotony that is bound to occur in the sameness of stitches in garment-making; at the same time it develops in the pupil a more refined taste and delicate application for higher needlework. A great deal of good work has been the result of the year's labor, yet much remains to be done.

January 5, 1891, our dressmaking shops were opened, and, though late in the year, the results were more than what was expected. Ninety

girls from the sixth-grade schools were represented in the shops. It was my desire to have the dressmaking begin in the seventh grade, and it was with difficulty that we selected girls from the sixth grade for this department. The great inconvenience the regular teachers would undergo in having their schools broken in upon twice during one week, and, in some instances, on different occasions was considered. We are indebted to them for their hearty coöperation and for the interest they instilled in their pupils for the work.

It is my duty and pleasure to mention especially the earnestness shown in the work of the pupils of the eighth division who went to the shop from the Lincoln, Giddings, and Randall buildings. The shop in this division is situated at the John F. Cook school building, O street between Fourth and Fifth streets NW., which is very far from the above-named buildings. On account of their financial condition, it was not always convenient for the pupils to avail themselves of the advantages of the cars, and during stormy weather they struggled through it with but one thought uppermost in their minds: that the good to be accomplished was worth the effort.

Skirt-making and a thorough course in cutting and fitting were taught.

The exhibition in these shops on closing day gave satisfaction to the parents and friends who visited them.

If such has been the result of five months' work, can we not look forward to another year with pleasure? So much accomplished has enthused both teacher and pupil. It would be well to have this work continued in the seventh grade, thus giving two years in the dress-making department, and permitting a higher grade of work. Your serious attention is asked to this suggestion. I would also recommend that a dress-making shop be opened, either in the southeastern or southwestern section of the city. We have labored under many difficulties, by reason of the few teachers for so many schools and, as a result, in many instances the teachers have had to do double work; therefore it is hoped that the teaching force will be increased.

We have had regular monthly meetings during the year, at which the best methods and plans have been talked over and adopted. The teachers have responded promptly to these meetings, and I thank them very much for the coöperation they have given me. I regret I have not had sufficient time to supervise the work as I should like; particularly that of the forenoon schools.

I am very thankful to the regular teachers of both seventh and eighth divisions for the general support and interest they have given to me and my corps of teachers. I thank you for the kindness, consideration, and support you have given me; also Trustee Cornish for his encouragement in my work, and through whose and your kindness it was my privilege to visit the schools in Boston in April.

The following is a report of the number of garments made, button-holes made, buttons sewed on, and pieces darned, etc.:

Seventh division.

	Gar-ments.	Button-holes made.	Buttons sewed on.	Pieces darned.
Third grade	565	1, 176	1, 155	.....
Fourth grade	971	1, 359	1, 001	.....
Fifth grade	1, 687	1, 159	658	.....
Sixth grade	736	759	453	376
Total	3, 959	4, 453	3, 267	376

DRESSMAKING SHOP.

Number of dresses made	45
Number of patterns made	149
Number of garments on exhibition closing day	2, 110

Eighth division.

	Gar-ments.	Button-holes made.	Buttons sewed on.	Pieces darned.
Third grade	910	504	1, 479	.....
Fourth grade	1, 044	374	464	.....
Fifth grade	1, 344	389	181	.....
Sixth grade	414	369	328	115
Total	3, 712	1, 636	2, 452	115

DRESSMAKING SHOP.

Number of dresses made	45
Number of patterns made	279
Number of garments on exhibition closing day	2, 283

Total number of garments made, etc., in the schools.

	Gar-ments.	Button-holes made.	Buttons sewed on.	Pieces darned.
Seventh division	3, 959	4, 453	3, 267	376
Eighth division	3, 712	1, 636	2, 452	115
Total	7, 671	6, 089	5, 719	491

Total number of dresses made, patterns made, and pieces on exhibition in the dressmaking shops.

	Dresses made.	Patterns made.	Pieces on exhibition.
Seventh division	45	149	2, 110
Eighth division	45	279	2, 283
Total	90	428	4, 393

Very respectfully,

C. E. SYPHAX,
Directress of Sewing.Mr. G. F. T. COOK,
Superintendent Public Schools.

